

## A Correlation of



**Grade 2, ©2020**

**To the**

**North Carolina  
Standard Course of Study for  
English Language Arts**

**SAVVAS**

**A Correlation of myView Literacy, Grade 2 ©2020 to the  
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| R Reading  |  |
| <b>RL Reading Literature</b>   |  |
| RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |
| RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  | <p><b>Unit 1:</b><br/>Realistic Fiction, T30<br/>Read, T38<br/>First Read: Ask, T42<br/>Respond and Analyze, My View, T56, T132<br/>Ask and Answer Questions, T131, T142–T143</p> <p><b>Unit 2:</b><br/>First Read: Ask, T193, T196, T275, T277, T280, T284, T290<br/>Close Read: Determine Key Ideas, T355, T366<br/>Respond and Analyze, My View, T294<br/>Check for Understanding, T213</p> <p><b>Unit 3:</b><br/>First Read, T41, T46, T49, T50, T204<br/>Close Read: Determine Key Ideas, T49</p> <p><b>Unit 4:</b><br/>Close Read, T49, T57, T216, T372<br/>Reread A Place To Play, T189<br/>Realistic Fiction, T190<br/>Read, T198<br/>Close Read</p> <p><b>Unit 5:</b><br/>Read The Best Place, T29<br/>Reread Lizard's Move, T263<br/>First Read: Ask, T290, T291<br/>Respond and Analyze, T368–T369</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p> |
| RL.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |  |

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| <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | <p><b>Unit 2:</b><br/>First Read, T279, T285, T289, T293</p> <p><b>Unit 3:</b><br/>Retell, T29, T101, T337<br/>Traditional Tales: Fables, T30, T32–T33, T34<br/>Traditional Tales: Legends, 102, 106<br/>Identify Folktales, T188<br/>Whole Group, T109<br/>Identify Theme, T58–T59</p> <p><b>Unit 4:</b><br/>Retell, T29, T109, T189, T271, T353<br/>Read, T198<br/>First Read, T203, T209, T213, T221<br/>Minilesson: Determine Theme, T228<br/>Strategy Group: Determine Theme, T230</p> <p><b>Unit 5:</b><br/>Retell, T29, T107, T187, T263, T343</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p> |
| <p>RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>                              |  |
| <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>  | <p><b>Unit 1:</b><br/>Describe and Understand Characters, T110, T121,</p>  |

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|  | <p>T123<br/>Minilesson: Character Traits, T138–T139<br/>Describe and Understand Plot Elements, T347, T349, T356–T357</p> <p><b>Unit 2:</b><br/>Describe and Understand Characters, T266, T274, T278, T281, T282, T291, T300–T301</p> <p><b>Unit 3:</b><br/>Strategy Group: Identify Fables, T36<br/>First Read: Talk, T215</p> <p><b>Unit 4:</b><br/>Main Characters, T171—T172</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p> |
| RL.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |  |
| RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.                               | <p><b>Unit 1:</b><br/>Minilesson: Poetry, T260</p> <p><b>Unit 2:</b></p>   |

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|  | <p>Possible Teaching Point: Author's Craft, T283, T290</p> <p><b>Unit 3:</b><br/>Imagery, T164–T167</p> <p>Possible Teaching Point: Author's Craft, T194, T197</p> <p>Minilesson: Explore Alliteration, T247–T248</p> <p>Independent Writing, T247</p> <p>Share Back, T247, T248</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Author's Craft, T47, T54, T208</p> <p>Read Like a Writer, Write for a Reader, T324–T325</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T200</p> <p>Minilesson: Explain Patterns and Structures, T300–T301, T314</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;High-Frequency Words Practice; <i>Decodable Readers</i>&gt;Units 1–5; <i>Foundation Skills Kit</i>; <i>Professional Development Center</i>&gt;Vocabulary</p> |
| <p>RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> |  |
| <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p>                | <p><b>Unit 1:</b><br/>Minilesson: Explore the Structure of Fiction, T238–T239</p> <p>Spotlight on Genre: Realistic Fiction, T328–T329</p> <p>Minilesson: Describe and Understand Plot Elements, T356</p> <p><b>Unit 3:</b></p>   |

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|  | Traditional Tale: Legend: T104<br>Minilesson: Story Structure, T154–T155<br><b>Unit 4:</b><br>Minilesson: Sequence of Events, T252<br>Minilesson: Explore Conclusion, T253<br><br><b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Units 1–5; <i>Leveled Readers</i> >Units 1–5; <i>Professional Development Center</i> >Comprehension & Assessment  |
| RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.   |  |
| RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | <b>Unit 1:</b><br>Fluency, T30<br>Possible Teaching Point: Read Like a Writer: Author's Craft, T46, T338<br>Read Like a Writer: Voice, T76–T77<br><b>Unit 2:</b><br>Possible Teaching Point: Read Like a Writer: Author's Craft, T274, T291<br>Check for Understanding, T295<br>Minilesson: Dialogue, T314<br>Writing Workshop, T315<br><b>Unit 3:</b><br>Close Read: Determine Key Ideas, T41<br><b>Unit 5:</b><br>Close Read: Fluency, T213<br><br><b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Units 1–5; <i>Leveled Readers</i> >Units 1–5; <i>Professional Development Center</i> >Comprehension & Assessment |
| RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                        |  |
| RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.    | <b>Unit 1:</b><br>Close Read: Describe and Understand Setting, T41, T45, T51, T64<br>Close Read: Describe and Understand Plot Elements, T337, T356<br>First Read, T41, T44, T49, T51, T53<br>Close Read: Use Text Evidence, T46<br>Minilesson: Setting, T62–T63  |

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|  | <p><b>Unit 2:</b><br/>Use Visuals or Illustration, T194, T278<br/>First Read: Read, T198<br/>Author’s Craft, T286</p> <p><b>Unit 3:</b><br/>First Read: Look, T48</p> <p><b>Unit 5:</b><br/>Close Read: Identify Elements of Drama, T198</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p> |
| <p>RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p><b>Unit 5:</b><br/>Genre: Argumentative Text, T420-T421</p> <p>Also see:</p> <p><b>Unit 1:</b><br/>Persuasive Writing, T402–T403</p> <p><b>Unit 3:</b><br/>Opinion Writing, T420–T421</p> <p><b>Digital Resources:</b><br/><i>Workshop Anchor Charts and Minilessons</i>&gt;Anchor Charts&gt;Unit 4-Week 5: Persuasive Text Anchor Chart</p>   |
| <p>RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>                            |   |
| <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>   | <p><b>Unit 3</b><br/>Folktales, T186–T187<br/>Read and Compare, T206-T207<br/>Compare and Contrast Stories, T204, T215, T222-T223<br/>Reflect and Share, T230-T231</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional</i></p>  |



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|  | <i>Development Center</i> > Comprehension & Assessment  |
| RL.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.   |   |
| RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | <p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b><br/>Matching Texts to Learning (Leveled Readers) T38-T39, T262-T263<br/>Read, T114-T131, T266-T275</p> <p><b>Unit 2:</b><br/>Matching Texts to Learning (Leveled Readers) T184-T185, T266-T267<br/>Read, T188-T211, T270-T293</p> <p><b>Unit 3:</b><br/>Matching Texts to Learning (Leveled Readers) T34-T35, T106-T107, T188-T189<br/>Read, T110-TT133</p> <p><b>Unit 4:</b><br/>Matching Texts to Learning (Leveled Readers) T194-T195<br/>Read, T198-T221</p> <p><b>Unit 5:</b><br/>Matching Texts to Learning (Leveled Readers) T192-T193, T268-T269<br/>Read, T196-T213, T272-T293</p> <p><b>Digital Resources: Digital Resources:</b> <i>Book Club: Trade Books: Units 1–5; Decodable Books: Units 1–5; Leveled Readers: Levels 1–5</i></p> |
| <b>RI Informational Text</b>   |   |
| RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.         |   |
| 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.  | <p><b>Unit 2:</b><br/>Close Read: Ask and Answer Questions, T43<br/>First Read: Ask, T44, T46, T50, T120<br/>First Read: Look, T45, T51, T52<br/>Close Read: Ask and Answer Questions, T49, T57<br/>Minilessons: Generate Questions, T68–T69<br/>Respond and Analyze, T368</p> <p><b>Unit 3:</b><br/>First Read: Ask, T280, T284</p>  |

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|  | <p><b>Unit 4:</b><br/>Ask and Answer Questions, T43, T49, T54, T57, T70–T71<br/>Read, T280<br/>Close Read: Understand Persuasive Text, T372</p> <p><b>Unit 5:</b><br/>First Read: Ask, T45, T49, T53, T56, T136, T274<br/>My View, T138<br/>First Read: Ask, T274</p>   |
| <p>RI.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.</p>       |   |
| <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>(Continued)</p>        | <p><b>Unit 1:</b><br/>Identify Main Idea, T186<br/>First Read, T197, T203<br/>Minilesson &amp; Close Read: Identify Main Idea, T201, T202, T214–T215</p> <p><b>Unit 2:</b><br/>Topic and Main Idea, T160</p> <p><b>Unit 3:</b><br/>Close Read: Discuss Author's Purpose, T286</p> <p><b>Unit 4:</b><br/>Wrap-Up, T111<br/>First Read: Read, T364<br/>Close Read: Understand Persuasive Text, T364</p> <p><b>Unit 5:</b><br/>Minilesson: Describe Connections, T64<br/>Minilesson: Informational Text, T346<br/>Minilesson &amp; Close Read: Identify Main Idea, T31, T367, T374–T375<br/>(Continued)</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p> |
| <p>RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>   |   |
| <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <p><b>Unit 2:</b><br/>Identify Text Structure, T46, T47, T64–T65<br/>Cross-Curricular Perspectives: Science, T120</p> <p><b>Unit 3:</b><br/>Procedural Text, T338–T339<br/>Think Aloud, T338, T339<br/>Minilesson: Multimodal Text, T340–T341<br/>Introduce the Text, T346–T347</p>   |

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|   | <p>Procedural Text: My Food, Your Food, T347-T369<br/> <b>Unit 5:</b><br/>           How-To Books, T87, T88, T89<br/>           Minilesson: Generate Ideas, T91<br/>           Describe Connections, T41, T64-T65</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1-5; <i>Leveled Readers</i>&gt;Units 1-5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>  |
| <p>RI.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> |   |
| <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>                 | <p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p><b>Unit 1:</b><br/>           Introduce the Text: Preview Vocabulary, T190<br/>           Vocabulary in Context, T197, T205<br/>           Minilesson: Develop Vocabulary, T208</p> <p><b>Unit 2:</b><br/>           Academic Vocabulary, T14-T15<br/>           Minilesson: Develop Vocabulary, T58<br/>           Introduce the Text: Preview Vocabulary, T352<br/>           Vocabulary in Context, T361</p> <p><b>Unit 3:</b><br/>           Introduce the Text: Preview Vocabulary, T274-T275</p> <p><b>Unit 4:</b><br/>           Minilesson: Develop Vocabulary, T60, T140, T304,</p> |

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|  | <p>T378<br/>Vocabulary in Context, T47</p> <p><b>Unit 5:</b><br/>Close Read: Vocabulary in Context, T53, T55, T136, T358, T366<br/>Minilesson: Develop Vocabulary, T58</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>   |
| <p>RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> |   |
| <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p>   | <p><b>Unit 2:</b><br/>Text Features, T129, T130–T131, T136–T137, T245, T374–T375, T448–T449</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Read Like A Writer: Author's Craft, T283<br/>Minilesson: Text Structure, T308<br/>Minilesson: Understand Text Features, T374<br/>Minilesson: Organizing Information, T388</p> <p><b>Unit 4:</b><br/>Close Read: Use Text Features, T121, T128, T133, T135, T136, T146, T148<br/>First Read, T367, T368, T370, T372, T373, T377<br/>Conduct Research: Use a Web Site, T432–T433</p> <p><b>Unit 5:</b><br/>First Read: Look, T52</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units</p> |

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|   | 1–5; <i>Leveled Readers</i> >Units 1–5; <i>Professional Development Center</i> >Comprehension & Assessment  |
| RI.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.  |   |
| RI.2.6 Identify the author’s main purpose of a text, including what the author wants to answer, explain, or describe.                   | <p><b>Unit 1:</b><br/>Read Like a Writer, T46<br/>Author’s Purpose, T46, T347</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Read Like a Writer:<br/>Author’s Craft, T121<br/>Author’s Purpose, T121, T356</p> <p><b>Unit 3:</b><br/>Author’s Purpose, T72–T73, T106, T112, T115, T120, T127, T132, T140–T141, T270, T276, T285, T286, T294–T295</p> <p><b>Unit 4:</b><br/>Minilesson: Understand Persuasive Text, T384</p> <p><b>Unit 5:</b><br/>How Graphic Features Support Purpose, T78-T79<br/>Author’s Purpose, T78–T79</p>   |
| RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |   |
| RI.2.7 Explain how specific images contribute to and clarify a text.  | <p><b>Unit 1:</b><br/>Interact with Sources: Explore the Diagram, T172-T173<br/>Interact with Sources: Explore the Infographics, T316-T317</p> <p><b>Unit 2:</b><br/>Interact with Sources: Explore the Diagram, T20-T21<br/>Interact with Sources: Explore the Infographics, T98-T99<br/>Minilesson: Informational Text, T346<br/>Possible Teaching Point: Read Like a Writer:<br/>Author’s Craft, T356<br/>Minilesson: Use Text Features, T374<br/>Minilesson: Graphic Features, T388</p> <p><b>Unit 3:</b><br/>Interact with Sources: Explore the Infographics, T92-T93, T256-T257<br/>Possible Teaching Point: Read Like a Writer:<br/>Author’s Craft, T284</p> |

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|   | <p><b>Unit 4:</b><br/>First Read: Ask, T42<br/>First Read: Look, T44<br/>Interact with Sources: Explore the Infographics, T100-T101, T262-T263<br/>First Read: Ask, T121<br/>First Read: Look, T291<br/>Minilesson: Monitor Comprehension, T388</p> <p><b>Unit 5:</b><br/>Interact with Sources: Explore the Infographics, T98-T99, T254-T255<br/>Minilesson: Monitor Comprehension, T388</p> |
| RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |   |
| RI.2.8 Identify the reasons an author gives to support ideas in a text.   | <p><b>Unit 2:</b><br/>Minilesson: Apply Develop Details, T162<br/>Critical Literacy: Challenge the Text, T420</p> <p><b>Unit 3:</b><br/>Minilesson: Author's Purpose, T72<br/>Minilesson: Word Choice, T236<br/>Explore Opinion Writing, T420</p> <p><b>Unit 4:</b><br/>Persuasive Text, T354<br/>Understand Persuasive Text, T368, T372, T384–T385<br/>First Read, T50</p>                   |
| RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            |   |
| RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.   | <p><b>Unit 1:</b><br/>Strategy Group: Compare Texts, T72, T224–T225<br/>Whole Group, T73<br/>Compare Across Texts, T338–T389</p> <p><b>Unit 2:</b><br/>Strategy Group: Compare Texts, T74, T384</p>   |

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|  | <p>Whole Group, T75, T147</p> <p><b>Unit 4:</b><br/>Strategy Group: Compare Texts, T76, T156, T320, T394<br/>Compare Across Texts, T416–T417</p> <p><b>Unit 5:</b><br/>Strategy Group: Compare Texts, T74, T154, T384<br/>Close Read: Compare and Contrast Texts, T118, T123, T130–T131, T144–T145, T146</p>  |
| <p>RI.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>  |   |
| <p>RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> | <p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p><b>Unit 1:</b><br/>Reading Workshop: Matching Texts to Learning T186-T187<br/>Read, T190-T207<br/>Identify Informational Text, T186</p> <p><b>Unit 2:</b><br/>Reading Workshop: Matching Texts to Learning T34-T35, T112-T113<br/>Read, T38-T57, T116-TT129<br/>Identify Informational Text, T34, T112, T344, T348</p> <p><b>Unit 3:</b><br/>Cross-Curricular Perspectives: Social Studies, T122, T129<br/>Reading Workshop: Matching Texts to Learning T270-T271, T342-T343<br/>Read, T274-TT287<br/>Identify Informational Text, T270<br/>Identify Multimodal Text, T342</p> <p><b>Unit 4:</b><br/>Reading Workshop: Matching Texts to Learning T34-T35, T276-T277</p> |

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|  | <p>Read, T38-T59, T280-T303<br/>           Identify Narrative Nonfiction, T34<br/>           Identify Biographies, T114, T276<br/>           Identify Persuasive Text, T358<br/> <b>Unit 5:</b><br/>           Reading Workshop: Matching Texts to Learning<br/>           T34-T35, T112-T113<br/>           Read, T38-T57, T116-T137<br/>           Identify Informational Text, T34, T112, T348</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units<br/>           1–5; <i>Leveled Readers</i>&gt;Units 1–5</p>   |
| <b>RF Foundational Skills</b>  |   |
| Print Concepts   |   |
| Handwriting  |   |
| <p>RF.2.2 Print all upper- and lowercase letters legibly and proportionally.</p> | <p><b>Unit 1:</b><br/>           Letter Formation, T150–T153, T294–T297, T368–T371<br/>           Handwriting, T150–T151<br/>           Cursive Letters, T226–T227, T294–T297, T368–T371</p> <p><b>Unit 2:</b><br/>           Letter Formation, T76–T77, T148–T151<br/>           Cursive Letters, T76–T77, T148–T151, T230–T233, T312–T315, T386–T389</p> <p><b>Unit 3:</b><br/>           Cursive Letters, T70–T73, T152–T155, T234–T237, T306–T309, T386–T389</p> <p><b>Unit 4:</b><br/>           Letter Formation, T78–T79, T242–T243, T322–T325<br/>           Handwriting, T242–T243<br/>           Cursive Letters, T78–T81, T158–T161, T240–T243, T322–T325, T396–T399</p> <p><b>Unit 5:</b><br/>           Letter Formation, T76–T77, T232–T235<br/>           Cursive Letters, T76–T79, T156–T159, T232–T235, T312–T315, T386–T389</p> |
| Phonological Awareness   |   |
| Phonics and Word Recognition   |   |



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| RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.         |   |
| RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. | <p><b>Unit 1:</b><br/>Phonological Awareness &amp; Phonics: Long and Short Vowels, T22, T23, T24, T28, T53, T58, T98, T98, T99, T155, T180<br/>Decode Words with Long Vowels: CVCE, T134</p> <p><b>Unit 2:</b><br/>Phonics: Words with Long Vowels, T106, T336, T337, T390-T391</p> <p><b>Unit 3:</b><br/>Minilesson: Phonics: Decode Words with Long i, T22, T24, T26, T28, T54</p>  |
| RF.2.4.b Know spelling-sound correspondences for additional common vowel teams.               | <p><b>Unit 2:</b><br/>Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102<br/>Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104, T258<br/>Lessons 1-3, 5: Spell Words with ie, T234-T235<br/>Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338<br/>Minilesson: Phonics: Long o: o, oa, ow, T340</p> <p><b>Unit 3:</b><br/>Spell Words with ou, ow, oi, oy, T310-T311, T391<br/>Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330, T332, T390-T391<br/>Word Work Activity: Build Words with Letter Tiles, T371</p> <p><b>Unit 4:</b><br/>Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p><b>Unit 5:</b><br/>Phonics: Decode and Write Words Spelled aw, au, augh, al, T182</p> |
| RF.2.4.c Decode regularly spelled two-syllable words with long vowels.                        | <p><b>Unit 1:</b><br/>Phonological Awareness: Listen for Long and Short Vowels, T98<br/>Phonics: Decode Words with Long Vowels, T100<br/>Formative Assessment Options, T101</p> <p><b>Unit 2:</b><br/>Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102<br/>Phonics: Decode Words with Long e, T256</p>  |

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|  | <p>Minilesson: Phonics: Long e: ee, ea, ey, y, T258<br/>           Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow, T338<br/> <b>Unit 3:</b><br/>           Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22<br/> <b>Unit 4:</b><br/>           Decode Words with Open Syllables V/CV, T102–T103, T104<br/>           Phonics: Open Syllables V/CV, T106<br/>           Read Spider's Web, T108<br/>           Word Work Strategy Group: Open Syllables V/CV, T142</p>                                    |
| RF.2.4.d Decode words with common prefixes and suffixes.                             | <p><b>Unit 2:</b><br/>           Inflected Endings, T320, T322, T324<br/> <b>Unit 3:</b><br/>           Decode Words with Comparative Endings, T94–T98<br/> <b>Unit 4:</b><br/>           Decode Words with Suffixes, T182–T183, T184–T185, T186, T187, T224, T225<br/>           Decode Words with Prefixes, T264–T269, T297<br/>           Words with Prefixes, T306<br/>           Build Words with Letter Tiles, T307<br/>           Prefixes, T326–T327</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Vocabulary</p> |
| RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. | <p><b>Unit 3:</b><br/>           Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258<br/>           Decode /s/ Spelled c; /j/ Spelled g or dge, T408, T408, T412, T414, T416<br/> <b>Unit 5:</b><br/>           Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180, T182, T184<br/>           ELL Targeted Support: Spelling Patterns, T181</p>   |
| RF.2.4.f Recognize and read grade-appropriate irregularly spelled words.             | <p><b>Unit 2:</b><br/>           Language &amp; Conventions: Lesson 2-5: Irregular Plural Nouns, T154–T155, T236<br/> <b>Unit 3:</b><br/>           Possible Teaching Point: Language &amp; Conventions, T126, T200, 205, 213</p>   |

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|  | Lessons 2-5: Irregular Verbs, T240-T241<br><b>Unit 5:</b><br>Minilesson: Phonics: Decode Vowel Sound, T180, T182, al, T184  |
| Fluency  |   |
| RF.2.5 Read with sufficient accuracy and fluency to support comprehension. |   |
| RF.2.5.a Read on-level text with purpose and understanding.                | <b>Unit 1:</b><br>Decodable Reader,T59, T135, T211, T279, T353, T395<br>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220<br><b>Unit 2:</b><br>Decodable Reader,T61, T133, T215, T297, T371, T413<br>Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224<br><b>Unit 3:</b><br>Decodable Reader,T55, T137, T219, T291, T371, T413<br>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412<br><b>Unit 4:</b><br>Decodable Reader,T63, T143, T225, T307, T381, T423<br>Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390<br><b>Unit 5:</b><br>Decodable Reader,T61, T141, T217, T297, T371, T413<br>Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218<br><br><b>Digital Resources:</b> <i>Book Club: Trade Books&gt;Units 1–5; Decodable Books&gt;Units 1–5; Leveled Readers&gt;Levels 1–5; Professional Development Center&gt;Foundational Skills&gt;Fluency</i> |

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| <p>RF.2.5.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p><b>Unit 1:</b><br/>Fluency, T30, T108<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p><b>Unit 2:</b><br/>Fluency, T108, T180, T262<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p><b>Unit 3:</b><br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p><b>Unit 4:</b><br/>Fluency, T110, T354<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p> <p><b>Unit 5:</b><br/>Fluency, T29, T108, T188, T264, T344, T367<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Decodable Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5; <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p> |

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|   |  |
| <p><b>RF.2.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>   | <p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b><br/>Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341<br/>Context Clues, T114, T194–T195, T216–T217</p> <p><b>Unit 2:</b><br/>Close Read: Vocabulary in Context, T47, T121, T189<br/>Context Clues, T190, T195, T201, T212–T213, T230, T231<br/>Develop Vocabulary, T262, T266</p> <p><b>Unit 3:</b><br/>Vocabulary in Context, T123, T279, T358, T364<br/>Context Clues, T197, T204, T220, T234<br/>Develop Vocabulary, T270, T274, T344</p> <p><b>Unit 4:</b><br/>Vocabulary in Context, T45, T127, T271, T345, T374<br/>Context Clues, T200, T211, T215, T219, T222, T240</p> <p><b>Unit 5:</b><br/>Vocabulary in Context, T51, T263, T337<br/>Context Clues, T199, T203, T207, T209, T214, T232</p> <p><b>Digital Resources:</b> <i>Resource Download Center:</i><br/>High-Frequency Words Practice</p> |
| <p><b>W Writing</b></p>   |  |
| <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>   |  |
| <p>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 to connect opinion and reasons, and provide a concluding</p> | <p><b>Unit 1:</b><br/>Persuasive Writing, T402–T403</p> <p><b>Unit 3:</b><br/>Opinion Writing, T420–T421</p> <p><b>Unit 5:</b></p>   |

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| statement or section.  | Argumentative Writing, T420–T421<br><br><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference Notes</i>  |
| W.2.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.   | <b>Unit 1:</b><br>Persuasive Writing, T402–T403<br><b>Unit 3:</b><br>Opinion Writing, T420–T421<br><b>Unit 5:</b><br>Argumentative Writing, T420–T421   |
| W.2.1.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  | <b>Unit 1:</b><br>Persuasive Writing, T402–T403<br><b>Unit 3:</b><br>Opinion Writing, T420–T421<br><b>Unit 5:</b><br>Argumentative Writing, T420–T421   |
| W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |   |
| 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.                     | <b>Unit 2:</b><br>List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403<br>Informational Writing, T420–T421<br><b>Unit 5:</b><br>How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403<br>Informational Writing, T430–T431<br><br><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference Notes</i> |
| W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.   | <b>Unit 2:</b><br>Plan and Prewrite, T92<br>Draft, T83, T319, T393<br><b>Unit 5:</b><br>Plan and Prewrite, T92<br>Draft, T163, T319, T393<br><br><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i>   |

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| W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   | <p><b>Unit 2:</b><br/>Edit, T81, T153, T317, T391</p> <p><b>Unit 5:</b><br/>Edit, T81, T161, T317, T391</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference Notes</i></p>   |
| W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |   |
| 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 transition words to signal event order, and provide a sense of closure. | <p><b>Unit 3:</b><br/>Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p><b>Unit 4:</b><br/>Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference</i></p> |
| W.2.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.  | <p><b>Unit 3:</b><br/>Plan and Prewrite, T86<br/>Draft, T77, T159, T239, T313, T393</p> <p><b>Unit 4:</b><br/>Plan and Prewrite, T94<br/>Draft, T329, T403</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>  |
| W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   | <p><b>Unit 3:</b><br/>Edit, T398, T399</p> <p><b>Unit 4:</b><br/>Edit, T408, T409</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and</i></p>   |

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|  | <i>Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference Notes</i>   |
| W.4 Use digital tools and resources to produce and publish writing and to interact and collaborate with others.  |  |
| W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. | <p><b>Unit 1:</b><br/>Minilesson: Digital Tools Authors Use, T242<br/>Writing Support, T242<br/>Share Back, T242</p> <p><b>Unit 2:</b><br/>Minilesson: Celebrate, T401</p> <p><b>Unit 3:</b><br/>Conduct Research: Search Online, T422–T423</p> <p><b>Unit 4:</b><br/>Conduct Research: Use a Web Site, T432–T433</p> <p><b>Unit 5:</b><br/>ELL Targeted Support, T425<br/>Make a Video or Record Infomercial, T426<br/>Celebrate and Reflect: Share, T428</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric&gt;Writing Workshop Conference Notes</i></p> |
| W.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.        |  |
| W.2.5 Participate in shared research and writing projects.   | <p><b>Unit 1:</b><br/>Project–Based Inquiry, T400–T401, T402–T403, T404–T405, T406–T407, T408–T409, T410–T411</p> <p><b>Unit 2:</b><br/>Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Unit 3:</b><br/>Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Unit 4:</b><br/>Project–Based Inquiry, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437, T438–T439</p> <p><b>Unit 5:</b><br/>Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Resource Download</i></p>    |



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|   | <i>Center</i> >Inquiry–Based Project Rubrics and Checklists   |
| W.6 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |   |
| W.2.6 Recall information from experiences or gather information from provided sources to answer a question.   | <p><b>Unit 1:</b><br/>Write to Sources, T146–T147<br/>Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b><br/>Write to Sources, T144–T145<br/>Writing Club, T164<br/>Inquire: Introduce the Project, T418–T419<br/>Conduct Research: Library Database and Books, T422-423<br/>Extend Research: Create a Poster with Images, T426</p> <p><b>Unit 3:</b><br/>Inquire: Introduce the Project, T418<br/>Conduct Research: Search Online, T422<br/>Extend Research: Write a Thank You Note, T426</p> <p><b>Unit 4:</b><br/>Inquire: Introduce the Project, T428–T429<br/>Introduce Informational Writing, T430<br/>Conduct Research: Use a Web Site, T432–T433<br/>Extend Research: Write a Letter, T436</p> <p><b>Unit 5:</b><br/>Inquire: Introduce the Project, T418<br/>Conduct Research: Use Media to Research, T422<br/>Collaborate and Discuss: Cite Your Sources, T424–T425</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Inquiry-Based Project Rubrics and Checklists</p> |

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| <b>SL Speaking and Listening</b>  |   |
| SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |   |
| SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  | <p><b>Unit 1:</b><br/>Listening Comprehension, T30–T31, T106–T107, T182–T183, T326–T327<br/>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329, T397<br/>Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–T365</p> <p><b>Unit 2:</b><br/>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345<br/>Turn, Talk, and Share, T33, T170, T183, T252, T415<br/>Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383</p> <p><b>Unit 3:</b><br/>Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339<br/>Turn, Talk, and Share, T187<br/>Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383</p> <p><b>Unit 4:</b><br/>Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355<br/>Turn, Talk, and Share, T193, T275, T357<br/>Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393</p> <p><b>Unit 5:</b><br/>Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345<br/>Turn, Talk, and Share, T27, T98, T100, T111, T191, T267<br/>Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p> |
| SL.2.1.a Follow agreed-upon rules for discussions.  | <p><b>Unit 1:</b><br/>Listening Comprehension, T30–T31, T106–T107,</p>  |

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|  | <p>T182–T183, T326–T327</p> <p><b>Unit 2:</b><br/>Listening Comprehension, T30–T31, T108–T109,<br/>T180–T181, T262–T263, T344–T345</p> <p><b>Unit 3:</b><br/>Listening Comprehension, T30–T31, T102–T103,<br/>T184–T185, T266–T267, T338–T339</p> <p><b>Unit 4:</b><br/>Listening Comprehension, T30–T31, T110–T111,<br/>T190–T191, T272–T273, T354–T355</p> <p><b>Unit 5:</b><br/>Listening Comprehension, T30–T31, T108–T109,<br/>T188–T189, T264–T265, T344–T345</p> <p><b>Digital Resources:</b> <i>Resource Download<br/>Center</i>&gt;Speaking and Listening</p>   |
| <p>SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others.</p>           | <p><b>Unit 1:</b><br/>Turn, Talk, and Share, T33, T96, T109, T185, T261,<br/>T329, T397<br/>Reflect and Share: Talk About It, T70–T71, T146–<br/>T147, T222–T223, T290–T291, T364–T365</p> <p><b>Unit 2:</b><br/>Turn, Talk, and Share, T33, T170, T183, T252, T415<br/>Reflect and Share: Talk About It, T72–T73, T144–<br/>T145, T226–T227, T308–T309, T382–T383</p> <p><b>Unit 3:</b><br/>Turn, Talk, and Share, T187<br/>Reflect and Share: Talk About It, T66–T67, T148–<br/>T149, T230–T231, T302–T303, T382–T383</p> <p><b>Unit 4:</b><br/>Turn, Talk, and Share, T193, T275, T357<br/>Reflect and Share: Talk About It, T74–T75, T154–<br/>T155, T236–T237, T318–T319, T392–T393</p> <p><b>Unit 5:</b><br/>Turn, Talk, and Share, T27, T98, T100, T111, T191,<br/>T267<br/>Reflect and Share: Talk About It, T72–T73, T152–<br/>T153, T228–T229, T308–T309, T382–T383</p> <p><b>Digital Resources:</b> <i>Resource Download<br/>Center</i>&gt;Speaking and Listening</p> |
| <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p><b>Unit 2:</b><br/>Monitor Comprehension, T136, T374<br/>Explore the Infographic, T334<br/>Informational Text, T344</p>   |

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|  | <p><b>Unit 3:</b><br/>Seek Clarification, T230<br/>First Read, T284<br/>Talk About It, T382<br/>Share, T428<br/>Unit 4:<br/>Assessment, T412</p> <p><b>Unit 5:</b><br/>Informational Text, T30<br/>Minilesson: Talk About It (Ask for Clarification),<br/>T72–T73, T74, T75<br/>Informational Text, T108</p>   |
| SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |  |
| SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   | <p><b>Unit 1:</b><br/>Listening Comprehension, T30–T31, T106–T107,<br/>T182–T183, T326–T327</p> <p><b>Unit 2:</b><br/>Listening Comprehension, T30–T31, T108–T109,<br/>T180–T181, T262–T263, T344–T345</p> <p><b>Unit 3:</b><br/>Listening Comprehension, T30–T31, T102–T103,<br/>T184–T185, T266–T267, T338–T339</p> <p><b>Unit 4:</b><br/>Listening Comprehension, T30–T31, T110–T111,<br/>T190–T191, T272–T273, T354–T355</p> <p><b>Unit 5:</b><br/>Listening Comprehension, T30–T31, T108–T109,<br/>T188–T189, T264–T265, T344–T345</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i> &gt;<br/>Speaking and Listening</p> |
| SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  |  |
| SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | <p><b>Unit 1:</b><br/>Questioning, T111, T117, T129, T131, T142–T143<br/>Listening Comprehension, T30–T31, T106–T107,<br/>T182–T183, T326–T327</p>   |

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|   | <p>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329, T397</p> <p>Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–T365</p> <p><b>Unit 2:</b></p> <p>Questioning, T35, T43, T49, T57, T68–T69</p> <p>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345</p> <p>Turn, Talk, and Share, T33, T170, T183, T252, T415</p> <p>Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383</p> <p><b>Unit 3:</b></p> <p>Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339</p> <p>Turn, Talk, and Share, T187</p> <p>Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383</p> <p><b>Unit 4:</b></p> <p>Questioning, T35, T43, T49, T54, T57, T70–T71</p> <p>Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355</p> <p>Turn, Talk, and Share, T193, T275, T357</p> <p>Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393</p> <p><b>Unit 5:</b></p> <p>Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345</p> <p>Turn, Talk, and Share, T27, T98, T100, T111, T191, T267</p> <p>Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p> |
| SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |   |
| SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.   | <p><b>Unit 1:</b></p> <p>Retelling, T55, T206, T312</p> <p>Publish and Celebrate, T383</p> <p>Project-Based Inquiry: Collaborate and Discuss, T407</p>  |

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|  | Celebrate and Reflect: Share, T410<br><b>Unit 2:</b><br>Retelling, T218, T312<br>Celebrate and Reflect: Share, T428<br><b>Unit 3:</b><br>Share Back, T165<br>Retelling, T32, T186T306<br>Possible Teaching Point: Read Like a Writer:<br>Author's Craft, T357<br>Prepare for Celebration, T400<br>Publish and Celebrate, T401<br>Minilesson: Assessment, T402<br>Celebrate and Reflect: Share, T428<br><b>Unit 4:</b><br>Retelling, T48, T139, T312, T314<br>Prepare for Celebration, T410<br>Celebrate and Reflect: Share, T438<br><b>Unit 5:</b><br>Retelling, T127, T137, T255, T312<br>Celebrate and Reflect: Share, T428 |
| SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |   |
| SL.2.5 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. | <b>Unit 1:</b><br>Extend Research: Include Media, T408–T409<br>Celebrate and Reflect, T410–T411<br><b>Unit 2:</b><br>Extend Research: Create Poster with Media, T426–T427<br>Celebrate and Reflect, T428–T429   |

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|   | <p><b>Unit 3:</b><br/>Minilesson: Apply Audio Recording, T249–T250<br/>Celebrate and Reflect, T428–T429</p> <p><b>Unit 4:</b><br/>Celebrate and Reflect, T438–T439</p> <p><b>Unit 5:</b><br/>Extend Research: Make a Video or Record<br/>Infomercial, T426–T427<br/>Celebrate and Reflect, T428–T429</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Inquiry–Based Project Rubrics and Checklists; Speaking and Listening</p> |
| <b>L Language</b>   |   |
| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |   |
| L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.                  |   |
| Subject/Verb Agreement  |   |
| L.2.1.a Ensure subject/verb agreement   | <p><b>Unit 2:</b><br/>Subject/Verb Agreement, T324, T399</p> <p><b>Unit 3:</b><br/>Subject/Verb Agreement,, T285, T312-T313</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>  |
| Nouns   |   |
| L.2.1.b Explain the function of nouns   | <p><b>Unit 2:</b><br/>Nouns, T82-T83, T154-T155, T236-T237, T318-T319, T392-T393</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>   |
| L.2.1.c Use collective nouns (such as group)  | <p><b>Unit 2:</b><br/>Collective Nouns, T392-T393</p>   |

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|  | <b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.1.d Form and use frequently occurring regular and irregular plural nouns | <b>Unit 2:</b><br>Singular and Plural Nouns, T82-T83<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| Verbs  |   |
| L.2.1.e Explain the function of verbs  | <b>Unit 3:</b><br>Verbs, T51, T76-T77, T114, T126, T158-T159, T196, T200, T205, T213, T240-T241<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center                |
| L.2.1.f Form and use past tense of frequently occurring irregular verbs      | <b>Unit 3:</b><br>Verbs, T51, T76-T77, T114, T126, T158-T159, T196, T200, T205, T213, T240-T241   |
| L.2.1.g Form and use regular and irregular verbs                             | <b>Unit 3:</b><br>Verbs, T51, T76-T77, T114, T126, T158-T159, T196, T200, T205, T213, T240-T241<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center                |
| L.2.1.h Form and use simple verb tenses                                      | <b>Unit 3:</b><br>Verbs, T51, T76-T77, T114, T126, T158-T159, T196, T200, T205, T213, T240-T241   |
| L.2.1.i Form and use the perfect verb tenses                                 | For supporting content please see:<br><b>Unit 3:</b><br>Verb Tenses, T51, T76-T77, T114, T126, T158-T159, T196<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center |
| L.2.1.j Convey sense of various times, sequences                             | <b>Unit 1:</b><br>Sequence, T152-T153<br><b>Unit 3:</b><br>Verbs, T51, T76-T77, T114, T126, T158-T159, T196,  |



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|  | T200, T205, T209, T213, T240-T241<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.1.k Recognize inappropriate shifts in verb tense                 | <b>Unit 3:</b><br>Verb Tenses, T51, T76-T77, T114, T126, T158-T159, T196   |
| <b>Adjectives</b>  |  |
| L.2.1.l Explain the function of adjectives                           | <b>Unit 3:</b><br>Explore Descriptive Adjectives and Articles, T319<br><b>Unit 4:</b><br>Adjectives, T44, T57, T84-T85, T164-T165, T408-T409<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center  |
| L.2.1.m Accurately choose which to use – adjective or adverb         | <b>Unit 3:</b><br>Adverbs, T367, T392-T393<br>Explore Descriptive Adjectives and Articles, T319<br><b>Unit 4:</b><br>Adjectives, T44, T57, T84-T85, T164-T165<br>Adverbs, T44, T57, T84-T85<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center     |
| <b>Conjunctions</b>  |  |
| L.2.1.n Explain the function of conjunctions                         | <b>Unit 1:</b><br>Compound Sentences, T232-T233<br><b>Unit 4:</b><br>Explore Compound Subjects and Predicates, T337, T338<br><b>Unit 5:</b><br>Compound Subjects and Predicates,T318-T319, T392<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center |
| L.2.1.o Use coordinating and subordinating conjunctions              | <b>Unit 1:</b><br>Compound Sentences, T232-T233  |

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|  | <p><b>Unit 4:</b><br/>Explore Compound Subjects and Predicates, T337, T338</p> <p><b>Unit 5:</b><br/>Compound Subjects and Predicates, T318-T319, T392</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p> |
| Adverbs  |   |
| L.2.1.p Accurately choose which to use – adjective or adverb         | <p><b>Unit 3:</b><br/>Adverbs, T367, T392-T393</p> <p><b>Unit 4:</b><br/>Adverbs, T44, T57, T84-T85</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>  |
| L.2.1.q Explain the function of adverbs                              | <p><b>Unit 3:</b><br/>Adverbs, T367, T392-T393</p> <p><b>Unit 4:</b><br/>Adverbs, T44, T57, T84-T85</p> <p>Also see:<br/><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>                                      |
| L.2.1.r Form and use comparative adverbs                             | <p><b>Unit 3:</b><br/>Adverbs, T367, T392-T393</p> <p><b>Unit 4:</b><br/>Adverbs, T44, T57, T84-T85</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>  |
| Sentences  |   |
| L.2.1.s Produce, expand, and rearrange simple and compound sentences | <p><b>Unit 1:</b><br/>Sentences, T80-T81, T194, T199, T232-T233, T300-T301</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>   |

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| Prepositions   |  |
| L.2.1.t Explain the function of prepositions                                 | <b>Unit 5:</b><br>Prepositions, T43, T48, T56, T82-T83<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center  |
| Pronouns   |  |
| L.2.1.u Explain the function of pronouns                                     | <b>Unit 4:</b><br>Pronouns, T285, T286, T296, T328-T329<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.1.v Continue to use personal, possessive, and indefinite pronouns        | <b>Unit 4:</b><br>Pronouns, T285, T286, T296, T328-T329<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.1.w Use reflexive pronouns   | <b>Unit 4:</b><br>Reflexive Pronouns, T376, T402-T403<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| Determiners  |  |
| L.2.1.x Correctly use a, an, and the   | <b>Unit 3:</b><br>Explore Descriptive Adjectives and Articles, T319<br><b>Unit 4:</b><br>Practice Adjectives and Adverbs, T85<br>Edit for Adjectives and Articles, T408<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center |
| Commonly Confused Words  |  |
| L.2.1.y Correctly use common homophones                                      | <b>Unit 2:</b><br>Homophones, T363   |
| Interjections  |  |
| L.2.1.z Explain the function of and use interjections                        | For supporting content please see:<br><b>Unit 5:</b>   |

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|   | Commas in Sentences, T338-T339   |
| Usage   |  |
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |  |
| L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.                  |  |
| Capitalization  |  |
| L.2.2.a Capitalize holidays   | <p><b>Unit 4:</b><br/>Minilesson: Capitalization and Commas, T334</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>   |
| L.2.2.b Capitalize product names  | <p><b>Unit 4:</b><br/>Minilesson: Capitalization and Commas, T334</p> <p><b>Unit 5:</b><br/>ELL Targeted Support: Edit for Capitalization, T397<br/>Minilesson: Edit for Capitalization, T399</p>  |
| L.2.2.c Capitalize geographic names   | <p><b>Unit 4:</b><br/>Minilesson: Capitalization and Commas, T334</p> <p><b>Unit 5:</b><br/>ELL Targeted Support: Edit for Capitalization, T397<br/>Minilesson: Edit for Capitalization, T399</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p> |
| L.2.2.d Capitalize appropriate words in titles  | <p><b>Unit 4:</b><br/>Minilesson: Capitalization and Commas, T334</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Extension Activities&gt;Unit 5 Extension Activities</p>  |
| L.2.2.e Use correct capitalization  | <p><b>Unit 4:</b><br/>Minilesson: Capitalization and Commas, T334</p> <p><b>Unit 5:</b><br/>ELL Targeted Support: Edit for Capitalization, T397</p>  |

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|  | Minilesson: Edit for Capitalization, T399<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| Punctuation  |  |
| L.2.2.f Use commas to separate single words in a series                      | <b>Unit 2:</b><br>Commas in a Series, T398<br><b>Unit 5:</b><br>Commas in Sentences, T205, T238-T239<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center  |
| L.2.2.g Use commas in greetings and closings of letters                      | <b>Unit 4:</b><br>Lessons 2-5: Commas in Dates and Letters, T246-T247<br>Lesson 1: Use Commas in Dates, Greetings, and Closings, T328<br>Write a Letter, T436<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.2.h Use an apostrophe to form contractions                               | <b>Unit 1:</b><br>Explore End Punctuation and Apostrophes, T306-T307<br><b>Unit 2:</b><br>Contractions, T22, T24, T26, T28, T60, T106, T153<br>Spell Words with Contractions, T80-T81<br><b>Unit 4:</b><br>Possible Teaching Point: Author's Craft, T52<br><b>Unit 5:</b><br>Conventions: Contractions, T162-T163, T238, T426<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center |
| L.2.2.i Use an apostrophe to form frequently occurring possessives           | <b>Unit 2:</b><br>Possessive Nouns, T318-T319, T392<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.2.j Use commas in addresses  | <b>Unit 4:</b><br>Commas in Dates and Letters, T246-T247<br>Write a Letter, T436-T437  |

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|  | <b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center  |
| L.2.2.k Use commas in dialogue   | <b>Unit 2:</b><br>Dialogue, T274, T291, T314-T315<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.2.l Form and use possessives   | <b>Unit 2:</b><br>Possessive Nouns, T318-T319, T392<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| L.2.2.m Use quotation marks in dialogue  | <b>Unit 2:</b><br>Dialogue, T274, T291, T314-T315<br><br><b>Digital Resources:</b> <i>Resource Download Center</i> >Language Convention Center   |
| Spelling   |  |
| L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words | <b>Unit 1:</b><br>Spelling, T154–T155, T230–T231, T298–T299, T372–T373, T374–T374, T390–T391, T392–T393<br><b>Unit 2:</b><br>Spelling, T80–T81, T152–T153, T234–T235, T316–T317, T390– T381, T408–T411<br><b>Unit 3:</b><br>Spelling, T74–T75, T156–T157, T238–T239, T310–T311, T390–T391, T408–T411, T414–T417<br><b>Unit 4:</b><br>Spelling, T26–T27, T82–T83, T162–T163, T326–T327, T400–T401, T408–T411, T414–T417, T420–T421<br>Decode Words with Suffixes, T182–T183, T184, T186, T224, T225<br>Word Work: Suffixes, T244-T245<br><b>Unit 5:</b><br>Spelling, T78–T79, T80–T81, T160–T161, T180–T185, T236–T237, T316–T317, T390–T391, T392– |

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|   | <p>T393, T410–T411 T410–T411</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling</p>   |
| <p>L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words</p> | <p><b>Unit 1:</b><br/>Lesson 4: Spell Words With CVC, T79<br/>Long Vowels: CVCe, T102, T134, T154-T155, T180, T231<br/>Inflected Endings, T318–T325, T398</p> <p><b>Unit 2:</b><br/>Inflected Endings, T28–T29<br/>Compound Words, T408–T409, T414–T417</p> <p><b>Unit 3:</b><br/>Comparative Endings, T94–T99<br/>Phonics: Write /s/ Spelled c; /j/ Spelled g or dge, T408, T414, T416</p> <p><b>Unit 4:</b><br/>Open Syllables V/CV, T102, T104, T106, T142<br/>Syllable Pattern VCCV, T346, T348, T350, T380, T426<br/>VCCV, T346–T351, T426–T427<br/>V/CV, T102–T107<br/>Prefixes, T264–T269<br/>Closed Syllables VC/V, T22–T27</p> <p><b>Unit 5:</b><br/>Syllable Pattern VCCCV, T256–T261<br/>Final Stable Syllables -le, -tion, -sion, T408–T411, T414–T415</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling</p> |

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| North Carolina Standard Course of Study<br>for English Language Arts  | myView Literacy<br>Grade 2, ©2020   |
|---|---|
| References  |   |
| L.2.2.p Consult reference materials as needed to check and correct spellings  | <p><b>Unit 1:</b><br/>Use Resources to Spell Words, T374, T375</p> <p><b>Unit 2:</b><br/>Spiral Review: Use Resources to Spell Words, T82<br/>Develop Vocabulary: Minilesson, T130, T368<br/>Glossary, T136<br/>Informational Text: Minilesson, T346<br/>Glossary, T367</p> <p><b>Unit 5:</b><br/>Dictionary/Glossary, T392</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p> |
| L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |   |
| L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |   |
| L.2.3.a Compare formal and informal uses of English.  | <p><b>Unit 1:</b><br/>Minilesson: Apply End Punctuation and Apostrophes, T307<br/>Write for a Reader, T426<br/>ELL Targeted Support: Formal Language, T427</p> <p><b>Unit 4:</b><br/>Peer Review, T436</p> <p><b>Unit 5:</b><br/>Write for a Reader, T426<br/>ELL Targeted Support, T427</p>  |
| L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.       |   |
| L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. | <p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b><br/>Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341<br/>Context Clues, T114, T194–T195, T216–T217</p> <p><b>Unit 2:</b><br/>Close Read: Vocabulary in Context, T47, T121, T189<br/>Context Clues, T190, T195, T201, T212–T213, T230, T231</p>  |



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| (Continued)   | Develop Vocabulary, T262, T266<br><b>Unit 3:</b><br>Vocabulary in Context, T123, T279, T358, T364<br>Context Clues, T197, T204, T220, T234<br>Develop Vocabulary, T270, T274, T344<br><b>Unit 4:</b><br>Vocabulary in Context, T45, T127, T271, T345,<br>T374<br>Context Clues, T200, T211, T215, T219, T222, T240<br><br>(Continued)<br><b>Unit 5:</b><br>Vocabulary in Context, T51, T263, T337<br>Context Clues, T199, T203, T207, T209, T214, T232<br><br><b>Digital Resources:</b> <i>Resource Download<br/>Center</i> >High-Frequency Words Practice;<br><i>Professional Development Center</i> >Vocabulary |
| L.5 Demonstrate understanding of figurative language and nuances in word meanings.                |   |
| L.2.5 Demonstrate understanding of nuances in word meanings.                                      |   |
| L.2.5.a Distinguish shades of meaning among closely related verbs and closely related adjectives. | <b>Unit 1:</b><br>Synonyms, T150<br>Minilesson: Synonyms, T119, T148–T149<br><b>Unit 3:</b><br>Synonyms, T125, T128, T131, T152–T153<br><b>Unit 4:</b><br>Synonyms, T134<br>Develop Vocabulary, T60-T61, T64, T65<br><b>Unit 5:</b><br>Synonyms, T124, T132, T135, T156–T157  |

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| <p>L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |   |
| <p>L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>   | <p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b><br/>Academic Vocabulary: T41, T48, T337, T341, T400<br/>Develop Vocabulary, T56, T132, T208, T276, T350</p> <p><b>Unit 2:</b><br/>Academic Vocabulary: Language Of Ideas, T20, T170, T355, T357, T359, T365, T418<br/>Develop Vocabulary, T58, T130, T212, T294, T368</p> <p><b>Unit 3:</b><br/>Develop Vocabulary, T134, T216, T288, T368<br/>Academic Vocabulary, T49, T70, T349, T359, T418</p> <p><b>Unit 4:</b><br/>Academic Vocabulary: T134, T368, T373, T428<br/>Develop Vocabulary, T60, T140, T304, T378</p> <p><b>Unit 5:</b><br/>Academic Words, T64, T144, T220, T300, T378<br/>Develop Vocabulary, T58, T138, T214, T294, T368</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;High-Frequency Words Practice; <i>Decodable Readers</i>&gt;Units 1–5; <i>Foundation Skills Kit</i>; <i>Professional Development Center</i>&gt;Vocabulary</p> |