

**A Correlation of myView Literacy, Grade 2, ©2020
to the Oregon English Language Arts and Literacy Standards**

Table of Contents

| | |
|--|-----------|
| (2.RF) Reading Foundational Skills..... | 3 |
| (2.RL) Reading Literature | 8 |
| (2.RI) Reading Informational Text..... | 13 |
| (2.W) Writing | 18 |
| (2.L) Language..... | 24 |
| (2.SL) Speaking and Listening..... | 31 |

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| Oregon English Language Arts and Literacy Standards 2019 | myView Literacy Grade 2, ©2020 Teacher Edition Citations |
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| (2.RF) Reading Foundational Skills | |
| Print Concepts | |
| Phonological Awareness | |
| (2.RF.2) Demonstrate command of spoken words in familiar two and three-syllable words. | |
| (2.RF.2a) Substitute medial vowels in one-syllable words. | Students can practice this skill with the following activities: Unit 2: Add and Remove Sounds, T18 Recognize Changes in Words, T85, T144–T145 Changing Phonemes, T285 |
| (2.RF.2b) Substitute and delete parts of blends in the final position in one-syllable words. | Students can practice this skill with the following activities: Unit 1: Consonant Blends, T173 Decode Words with Consonant Blends, T186, T194 |
| Phonics and Word Recognition | |
| (2.RF.3) Know and apply grade-level phonics and word analysis skills in decoding words. | |
| (2RF.3a) Distinguish long and short vowels when reading regularly spelled one-syllable words. | Unit 1: Phonological Awareness & Phonics: Long and Short Vowels, T18–T19, T32–T33, T58, T66–T67, T72–T73, T82, T136–T137 Decode Words with Long Vowels: CVCE, T122–T123 Unit 2: Phonics: Words with Long o, T284–T285, T298–T299, T322–T323, T330–T331 Unit 3: Minilesson: Phonics: Decode Words with Long i, T18–T19, T32–T33, T54–T55 Digital Resources: <i>Decodable Readers: Unit 1-5; Resource Download Center>Phonics</i> |

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|--|---|
| (2.RF.3b) Know spelling-sound correspondences for additional common vowel teams. | <p>Unit 3: Vowel Teams, T278–T279, T292–T293, T322–T323</p> <p>Unit 5: Decode and Write Words Spelled aw, au, augh, al, T152–T153, T166–T167, T192–T193</p> <p>Digital Resources: <i>Resource Download Center</i>> Phonics>Spelling</p> |
| (2.RF.3c) Decode regularly spelled two-syllable words with long vowels. | <p>Unit 1: Two-Syllable Words, T18–T19, T32–T33, T58–T59, T98–T99</p> <p>Unit 2: Two-Syllable Words, T228–T229, T330, T336</p> <p>Unit 3: Two-Syllable Words,</p> <p>Unit 4: Two-Syllable Words, T18–T19, T62–T63, T86–T87, T130–T131, T368, T372, T392</p> <p>Digital Resources: <i>Resource Download Center</i>> Phonics >Spelling</p> |
| (2.RF.3d) Decode words with grade-appropriate prefixes and suffixes. | <p>Unit 1: Inflected Endings, T266–T267, T280–T281, T304–T305, T312–T313, T432, T436, T440, T444, T448, T464</p> <p>Unit 4: Prefixes, T224–T225, T238–T239, T257, T270–T271, T440, T440, T448, T452 Suffixes, T154–T155, T168–T169, T200–T201, T412, T416, T420, T424, T428</p> <p>Digital Resources: <i>Resource Download Center</i>> Phonics >Spelling</p> |

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| (2.RF.3e) Identify words with inconsistent but common spelling-sound correspondences. | <p>This objective is met throughout the program, for examples see:</p> <p>Unit 1: High-Frequency Words, T19, T33, T59, T73, T83, T97, T123, T137, T147, T161, T187, T201, T211, T225, T243, T257, T267, T281, T305, T319, T463</p> <p>Unit 2: High-Frequency Words, T19, T33, T61, T75, T85, T99, T121, T135, T145, T159, T191, T205, T215, T229, T261, T275, T285, T299, T323, T337, T481, T483</p> <p>Unit 3: High-Frequency Words, T19, T33, T55, T79, T93, T149, T163, T195, T219, T233, T255, T279, T293, T323, T481, T483</p> <p>Unit 4: High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493</p> <p>Unit 5: High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p> <p>Digital Resources: <i>Decodable Readers:</i> Unit 1-5; <i>Foundational Skills Kit:</i> Sound-Spelling Cards; <i>Resource Download Center</i>>Phonics >Spelling</p> |
| (2.RF.3f) Recognize and read grade-appropriate irregularly spelled words. | <p>This objective is met throughout the program, for examples see:</p> <p>Unit 2: Irregular Plural Nouns, T383, T387, T391, T395</p> <p>Unit 3: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p>Unit 4: High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493</p> <p>Unit 5: High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p> <p>Digital Resources: <i>Decodable Readers:</i> Unit 1-5; <i>Foundational Skills Kit:</i> Sound-Spelling Cards; <i>Resource Download Center</i>>Phonics >Spelling</p> |

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| Fluency | |
| (2.RF.4) Read with sufficient accuracy and fluency to support comprehension. | |
| (2.RF.4a) Read grade-level text with purpose and understanding. | <p>Unit 1: Fluency, T22, T86, T88, T115, T150, T214, T270</p> <p>Unit 2: Fluency, T22, T88, T148, T218, T291, T315</p> <p>Unit 3: Fluency, T22, T69, T82, T117, T139, T152, T269</p> <p>Unit 4: Fluency, T22, T77, T90, T123, T145, T228, T285</p> <p>Unit 5: Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p>Digital Resources: <i>Professional Development Center</i>>Foundational Skills>Fluency</p> |
| (2.RF.4b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p>Fluency practice and skill development is integrated throughout the program and includes teacher modeling and teacher-led assessment options. See the following representative examples:</p> <p>Unit 1: Fluency, T22, T86, T88, T115, T150, T214, T270</p> <p>Unit 2: Fluency, T22, T88, T148, T218, T291, T315</p> <p>Unit 3: Fluency, T22, T69, T82, T117, T139, T152, T269</p> <p>Unit 4: Fluency, T22, T77, T90, T123, T145, T228, T285</p> <p>Unit 5: Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p>Digital Resources: <i>Professional Development Center</i>>Foundational Skills>Fluency</p> |

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| <p>(2.RF.4c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>This objective is met throughout the program, for examples see:</p> <p>Unit 1: Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p>Unit 2: Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p>Unit 3: Context Clues, T156– T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p>Unit 4: Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p>Unit 5: Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| (2.RL) Reading Literature | |
| Key Ideas and Details | |
| <p>(2.RL.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <p>Students ask and answer questions for every selection in Grade 2. For examples see:</p> <p>Unit 1: Minilesson: Ask and Answer Questions, T101, T113, T115, T132–T133 Introduce the Text, T33–T34, T98–T99, T226–T227, T282–T283 Inquire: Introduce the Project (Generate Questions), T466–T467 First Read: Ask, T38, T40, T51, T101, T106, T167, T168, T171, T174, T178, T231, T285, T290</p> <p>Unit 2: First Read: Ask, T165, T168, T175, T179, T235, T237, T240, T244, T250 Introduce the Text, T34–T35, T100–T101, T300–T301 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Unit 3: First Read: Ask, T37, T42, T46, T97, T100, T104, T114, T168, T176, T182 Introduce the Text, T34–T35, T94–T95, T164–T165, T178–T179 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Unit 4: Introduce the Text, T170–T171 Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p>Unit 5: Introduce the Text, T168–T169, T232–T233 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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| <p>(2.RL.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | <p>Unit 1: Realistic Fiction, T24–T25, T88–T89, T272–T273 Explore the Structure of Fiction, T381 Plot, T276, T285, T293, T297, T306–T307 Setting, T37, T41, T47, T50</p> <p>Unit 2: Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p>Unit 3: Traditional Tales: Fables, T22–T23, T24–T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57</p> <p>Unit 4: Plot, T370–T371 Theme, T164, T175, T178, T192, T202–T203</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>(2.RL.3) Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.</p> | <p>Unit 1: Analyze Characters, T92, T105, T107, T110, T124–T125</p> <p>Unit 2: Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263</p> <p>Unit 4: Main Characters, T390–T391, T394–T395</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| Craft and Structure | |
| (2.RL.4) Describe how words and phrases supply rhythm and meaning in a story, poem, or song. | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Develop Vocabulary, T52–T53, T116–T117, T236–T237, T298–T299 Sensory Details, T50</p> <p>Unit 2: Develop Vocabulary, T184–T185, T254–T255</p> <p>Unit 3: Develop Vocabulary, T48–T49, T118–T119, T188–T189 Sensory Details, T107, T180, T305</p> <p>Unit 4: Develop Vocabulary, T194–T195</p> <p>Unit 5: Develop Vocabulary, T186–T187, T254– T255, Sensory Language, T248</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| (2.RL.5) Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action. | <p>Unit 1: Describe and Understand Plot Elements, T276, T285, T293, T295, T297, T306–T307</p> <p>Unit 2: Understanding Setting and Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p>Unit 3: Traditional Tale: Legend: T84–T86 Minilesson: Story Structure, T128–T129</p> <p>Unit 4:</p> <p>Unit 5: Explain Patterns and Structures, T226, T236, T240, T242, T253, T262–T263</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| <p>(2.RL.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <p>Unit 1: Possible Teaching Point: Read Like a Writer: Author's Craft, T42 Fluency, T22 First-Person Point of View, T46</p> <p>Unit 2: Dialogue, T234, T251, T264</p> <p>Unit 4: First Person Point of View, T174 Point of View, T55, T182, T204–T205, T325</p> <p>Unit 5: Identify Elements of Drama, T170, T175, T182, T194–T195 First Person Point of View, T238</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Integration of Knowledge and Ideas | |
| <p>(2.RL.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> | <p>Unit 1: Realistic Fiction, T24–T25, T88–T89, T272–T273 Explore the Structure of Fiction, T381 Plot, T276, T285, T293, T297, T306–T307 Setting, T37, T41, T47, T50 Analyze Characters, T92, T105, T107, T110, T124–T125</p> <p>Unit 2: Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263 Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p>Unit 3: Traditional Tales: Fables, T22–T23, T24–T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57</p> <p>Unit 4: Main Characters, T390–T391, T394–T395 Plot, T370–T371</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| (2.RL.9) Compare and contrast two or more versions of the same story by different authors or from different cultures. | <p>Unit 3 Folktales, T154–TT155 Introduce the Texts, T164–T165, T178–T179 Compare and Contrast Stories, T171, T176, T183, T187, T196–T197 Respond and Analyze, T188–T189 Reflect and Share, T210–T211</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Range of Reading and Level of Text Complexity | |
| (2.RL.10) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1 Book Club, T478–T495 Independent Reading Log, T11 Literary Text, T14–T77, T78–T141, T206–T261, T262–T323</p> <p>Unit 2 Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T140–T209, T210–T279</p> <p>Unit 3 Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T14–T73, T74–T143, T144–T213</p> <p>Unit 4 Book Club, T506–T523 Independent Reading Log, T11 Literary Text, T150–T219</p> <p>Unit 5 Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T148–T211, T212–T279</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Decodable Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5</p> |

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| (2.RI) Reading Informational Text | |
| Key Ideas and Details | |
| (2.RI.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <p>Students ask and answer questions for every selection in Grade 2. For examples see:</p> <p>Unit 1: Introduce the Text, T162–T163, T226–T227, T282–T283 Inquire: Introduce the Project (Generate Questions), T466–T467</p> <p>Unit 2: Minilesson: Ask and Answer Questions, T39, T45, T53, T70–T71 Introduce the Text, T160–T161, T230–T231 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Unit 3: Introduce the Text, T234–T235, T294–T295 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Unit 4: Minilesson: Ask and Answer Questions, T39, T45, T50, T53, T72–T73 Introduce the Text, T34–T35, T102–T103, T240–T241, T310–T311 Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p>Unit 5: Introduce the Text, T34–T35, T100–T101, T112–T113, T300–T301 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| (2.RI.2) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | <p>Unit 1: Identify Main Idea, T156, T164, T173, T174, T188–T189</p> <p>Unit 2: Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333</p> <p>Unit 5: Identify Main Idea, T294, T302, T310, T315, T324–T325</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| (2.RI.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | <p>Unit 2: Identify Text Structure, T40, T42, T43, T46, T49, T62–T63</p> <p>Unit 3: Procedural Text, T284–T285</p> <p>Unit 5: How-To Books, T352–T353, T356–T357, T360–T361</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Craft and Structure | |
| (2.RI.4) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | <p>Students study word use and vocabulary in many informational texts. For examples see:</p> <p>Unit 1: Develop Vocabulary, T180–T181</p> <p>Unit 2: Develop Vocabulary, T54–T55, T114–T115, T316–T316</p> <p>Unit 3: Develop Vocabulary, T248–T249, T316–T317</p> <p>Unit 4: Develop Vocabulary, T56–T57, T124–T125, T264–T265, T326–T327</p> <p>Unit 5: Develop Vocabulary, T54–T54, T106–T107, T316–T317</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| (2.RI.5) Know and use various text features to locate key facts or information in a text efficiently. | <p>Unit 1: Graphic Features, T284, T287, T290, T308–T309</p> <p>Unit 2: Text Features, T94, T106, T108, T110, T113 Use Text Features, T122–T123, T294, T308, T310, T324–T325 Informational Text, T290–T291 Determine Key Ideas, T332–T333</p> <p>Unit 3: Text Features, T288, T297, T301, T308, T310, T314, T324–T325</p> <p>Unit 4: Use Text Features, T9, T105, T112, T117, T119, T120, T132–T133 Conduct Research: Use a Web Site, T498–T499</p> <p>Unit 5: Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| (2.RI.6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | <p>Unit 1: Identify Main Idea, T156, T164, T173, T174, T188–T189 Author's Purpose, T42</p> <p>Unit 2: Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333 Author's Purpose, T105, T304</p> <p>Unit 3: Author's Purpose, T58–T59, T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257</p> <p>Unit 4: Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p>Unit 5: Identify Main Idea, T294, T302, T310, T315, T324–T325 Author's Purpose, T64–T65</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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|--|---|
| Integration of Knowledge and Ideas | |
| <p>(2.RI.7) Explain how specific images contribute to and clarify a text.</p> | <p>Unit 1: Explore the Diagram & Infographics, T20–T21, T84–T85, T148–T149, T268–T269 Graphic Features, T284, T287, T290, T308–T309</p> <p>Unit 2: Explore the Diagram & Infographics, T20–T21, T86–T87, T216–T217, T286–T287</p> <p>Unit 3: Explore the Infographics, T20–T21, T80–T81, T150–T151, T220–T221, T280–T281</p> <p>Unit 4: Explore the Infographics, T20–T21, T88–T89, T156–T157, T226–T227, T296–T297</p> <p>Unit 5: Explore the Infographics, T20–T21, T86–T87, T178–T179, T218–T219, T286–T287 Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>(2.RI.8) Describe how reasons support specific points the author makes in a text.</p> | <p>Unit 1: Persuasive Text, T468–T469</p> <p>Unit 3: Procedural Text, T284–T285</p> <p>Unit 4: Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| (2.RI.9) Compare and contrast the most important points presented by two texts on the same topic. | <p>Unit 1: Compare Across Texts, T454–T455</p> <p>Unit 2: Compare Across Texts, T472–T473</p> <p>Unit 3: Compare Across Texts, T472–T473</p> <p>Unit 4: Compare Across Texts, T482–T483</p> <p>Unit 5: Close Read: Compare and Contrast Texts, T102, T107, T110, T114, T115, T130–T131 Create New Understandings, T138–T139 Compare Across Texts, T472–T473</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Range of Reading and Level of Text Complexity | |
| (2.RI.10) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1 Book Club, T478–T495 Independent Reading Log, T11 Informational Text, T142–T205</p> <p>Unit 2 Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T139, T280–T341</p> <p>Unit 3 Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T214–T273, T274–T341</p> <p>Unit 4 Book Club, T506–T523 Independent Reading Log, T11 Informational Text, T14–T81, T82–T149, T220–T289, T290–T351</p> <p>Unit 5 Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T147, T280–T341</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Decodable Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5</p> |

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| (2.W) Writing | |
| Text Types and Purposes | |
| (2.W.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 statement or section. | <p>Unit 1: Opinion Writing, U1:WW1a–WW47</p> <p>Unit 2: Opinion Writing, WW1a–WW47</p> <p>Unit 3: Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p>Unit 4: Opinion Writing, WW1a–WW47</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p> |
| (2.W.2) Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. | <p>Unit 2: List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p>Unit 5: How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p> |

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| (2.W.2a) Introduce a topic and group related information together; include illustrations when useful in aiding comprehension. | <p>Unit 2: List Article: Main Idea and Details, T352–T353, T356–T357 List Article: Features and Graphics, T360–T361 List Article: Generate Ideas, T364–T365 Topic and Main Idea, T376–T377 Edit Drafts: Complete Sentences with Subject-Verb Agreement, T424–T425 Edit for Complete Sentences with Subject-Verb Agreement, T452–T453</p> <p>Unit 5: Generate Ideas, T364–T365 Plan Your How-To Book, T368–T369 How to Write a Command, T376–T377</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| (2.W.2b) Develop the topic with facts, definitions, and details. | <p>Unit 2: List Article: Explore Develop Details, T380–T381 Apply Writing Precise Instructions, T384–T385 Explore Organize Details, T404–T405 Apply Organize Details, T408–T409</p> <p>Unit 5: Explore Writing Precise Instructions, T380–T381 Apply Writing Precise Instructions, T384–T385 Explore Writing in Steps, T404–T405 Apply Writing in Steps, T408–T409 Explore Introduction and Conclusion, T412–T413 Apply Introduction and Conclusion, T416–T417</p> |
| (2.W.2c) Use linking words and phrases to connect ideas within categories of information. | <p>Unit 2: Introduction and Conclusion, T400–T401 Explore Organize Details, T404–T405 Apply Organize Details, T408–T409 Edit for Commas in a Series, T448–T449</p> <p>Unit 5: Plan Your How-To Book, T368–T369 How to Write a Command, T376–T377 Explore Writing Precise Instructions, T380–T381 Apply Writing Precise Instructions, T384–T385 Organize with Structure, T400–T401 Explore Writing in Steps, T404–T405 Apply Writing in Steps, T408–T409 Explore Introduction and Conclusion, T412–T413 Apply Introduction and Conclusion, T416–T417 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |

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| (2.W.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <p>Unit 4: Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p> |
| (2.W.3a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | <p>Unit 4: Personal Narratives: Generate Ideas, T374–T375 Plan a Personal Narrative, T378–T379 Compose Setting, T386–T387 Explore the Main Character: You, T390–T391 Apply the Main Character: You, T394–T395 Explore Problem and Resolution, T398–T399 Apply Problem and Resolution, T402–T403</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| (2.W.3b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | <p>Unit 4: Personal Narratives: Character, T366–T367 Personal Narratives: Setting and Plot, T370–T371 Plan a Personal Narrative, T378–T379 Compose Setting, T386–T387 Explore the Main Character: You, T390–T391 Apply the Main Character: You, T394–T395 Sequence of Events, T410–T411</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| (2.W.3c) Use temporal words and phrases to signal event order. | <p>Unit 4: Explore Problem and Resolution, T398–T399 Apply Problem and Resolution, T402–T403 Sequence of Events, T410–T411 Explore Conclusion, T414–T415 Apply Conclusion, T418–T419</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| (2.W.3d) Provide a sense of closure. | <p>Unit 4: Sequence of Events, T410–T411 Explore Conclusion, T414–T415 Apply Conclusion, T418–T419</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |

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| <p>Production and Distribution of Writing</p> <p>(2.W.5) With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.</p> | <p>Unit 1: Peer Edit, T430–T431</p> <p>Unit 2: Edit Drafts, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 Edit for Commas in a Series, T448–T449 Edit for Complete Sentences with Subject-Verb Agreement, T452–T453</p> <p>Unit 3: Edit Drafts, T428–T429, T432–T433, T436–T437, T440–T441 Edit for Nouns, T448–T449 Edit for Prepositions and Prepositional Phrases, T452–T453</p> <p>Unit 4: Edit Drafts, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 Edit for Adjectives and Adverbs, T458–T459 Edit for Spelling, T462–T463</p> <p>Unit 5: Edit for Adverbs, T424–T425 Explore Adding or Deleting Words, T428–T429 Apply Adding or Deleting Words, T432–T433 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441 Edit for Pronouns, T448–T449 Edit for Capitalization, T452–T453</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |

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| <p>(2.W.6) With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p> | <p>Unit 1: Digital Tools Authors Use, T398–T399 Publish and Celebrate, T442–T443 Extend Research: Include Media, T474–T475</p> <p>Unit 2: List Article: Explore Features and Graphics, T388–T389 Apply Features and Graphics, T392–T393 Celebrate, T460–T461 Extend Research: Create Poster with Images, T492–T493</p> <p>Unit 3: Explore Audio Recording, T412–T413 Apply Audio Recording, T416–T417 Celebrate, T460–T461 Conduct Research: Search Online, T488–T489</p> <p>Unit 4: Celebrate, T470–T471 Conduct Research: Use a Web Site, T498–T499</p> <p>Unit 5: Explore Graphics, T388–T389 Apply Graphics, T392–T393 Celebrate, T460–T461 Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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|---|---|
| Research to Build and Present Knowledge | |
| (2.W.7) Participate in shared research and writing projects. | <p>Unit 1: Project-Based Inquiry, T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, –T476–T477</p> <p>Unit 2: Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Unit 3: Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Unit 4: Project-Based Inquiry, T493, T494–T495, T496–T497, T498–T499, T500–T501, T502–T503, T504–T505</p> <p>Unit 5: Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p> |
| (2.W.8) Recall information from experiences or gather information from provided sources to answer a question. | <p>Unit 1: Conduct Research: Interview an Expert, T470–T471 Extend Research: Include Media, T474–T475</p> <p>Unit 2: Conduct Research: Library Database and Books, T488–T489 Extend Research: Create Poster with Images, T492–T493</p> <p>Unit 3: Conduct Research: Search Online, T488–T489 Extend Research: Write a Thank You Note, T492–T493</p> <p>Unit 4: Conduct Research: Use a Web Site, T498–T499 Extend Research: Write a Letter, T502–T503</p> <p>Unit 5: Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p> |

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|--|---|
| (2.L) Language | |
| Conventions of Standard English | |
| (2.L.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| (2.L.1a) Use collective nouns. | <p>Unit 2: Collective Nouns, T455, T459, T463, T467</p> <p>Unit 3: Collective Nouns. T355</p> <p>Digital Resources: <i>Language Awareness Handbook</i></p> |
| (2.L.1b) Form and use frequently occurring irregular plural nouns. | <p>Unit 2: Language Structure: Irregular Plural Nouns, T383, T387, T388, T391, T395, T403</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (2.L.1c) Use reflexive pronouns. | <p>Unit 4: Reflexive Pronouns, T324, T465, T469, T473, T477</p> <p>Unit 5: Reflexive Pronouns, T448</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (2.L.1d) Form and use the past tense of frequently occurring irregular verbs. | <p>Unit 3: Lesson 1: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (2.L.1e) Use adjectives and adverbs, and choose between them depending on what is to be modified. | <p>Unit 3: Adverbs, T315, T455, T459, T463, T467</p> <p>Unit 4: Adverbs, T40, T53, T369, T373, T377, T381 Adjectives, T40, T53, T369, T373, T377, T381 Comparative and Superlative Adjectives, T393, T397, T401, T405</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |

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| (2.L.1f) Produce, expand, and rearrange complete simple and compound sentences. | <p>Unit 1: Simple Sentences, T341, T345, T349, T353 Compound Sentences, T166, T171, T389, T393, T397, T401</p> <p>Unit 3: Revise Drafts by Rearranging Words, T424–T425</p> <p>Unit 5: Explore Adding or Deleting Words, T428–T429 Apply Adding or Deleting Words, T432–T433 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (K.L.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| (2.L.2a) Capitalize holidays, product names, and geographic names. | <p>Unit 2: Common and Proper Nouns, T407, T411, T415, T419</p> <p>Unit 4: Capitalization and Commas, T434</p> <p>Unit 5: Edit for Capitalization, T446, T452</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (2.L.2b) Use commas in greetings and closings of letters. | <p>Unit 4: Commas in Dates and Letters, T417, T421, T425, T429</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| (2.L.2c) Use an apostrophe to form contractions and frequently occurring possessives. | <p>Unit 1: Apostrophe, T406–T407, T410–T411</p> <p>Unit 2: Contractions, T18–T19, T32–T33, T60, T68–T69, T134–T135, T358, T362, T366, T370 Possessives, T41, T435, T439, T453</p> <p>Unit 5: Contractions, T383, T387, T391, T395</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |

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|---|--|
| (2.L.2d) Generalize learned spelling patterns when writing words. | <p>Unit 1: Spelling Patterns, T336, T360, T384, T408</p> <p>Unit 2: Spelling Patterns, T354, T378, T402</p> <p>Unit 3: Spelling Patterns, T354, T378</p> <p>Unit 4: Spelling Pattern, T364, T388, T412</p> <p>Unit 5: Spelling Pattern, T153, T166, T378, T402, T426</p> <p>Digital Resources: <i>Professional Development Center</i>>Spelling >Vocabulary</p> |
| (2.L.2e) Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings. | <p>Unit 1: Use Resources to Spell Words, T437, T441, T445, T449</p> <p>Unit 2: Parts of a Book: Glossary, T122 Develop Vocabulary, T114–T115, T316–T317 Thesaurus, T92</p> <p>Unit 3: Develop Vocabulary, T248</p> <p>Unit 4: Develop Vocabulary, T194–T195</p> <p>Unit 5: Use Resources to Spell Words, T451, T455, T459, T463, T467</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |
| Knowledge of Language | |
| (2.L.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| (2.L.3a) Compare formal and informal uses of English. | <p>Unit 1: Use Academic Vocabulary, T466 Conversation Starters, T351, T375, T399, T423,</p> <p>Unit 2: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441</p> <p>Unit 3: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441</p> <p>Unit 4: Conversational Language, T185 Use Academic Vocabulary, T494 Conversation Starters, T379, T403, T427, T451</p> <p>Unit 5: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441</p> |

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| Vocabulary Acquisition and Use | |
| (2.L.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies. | |
| (2.L.4a) Use sentence-level context as a clue to the meaning of a word or phrase. | <p>This objective is met throughout the program, for examples see:</p> <p>Unit 1: Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p>Unit 2: Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p>Unit 3: Context Clues, T156– T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p>Unit 4: Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p>Unit 5: Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |
| (2.L.4b) Determine the meaning of the new word formed when a known prefix is added to a known word. | <p>Unit 1: Word Parts, T218–T219</p> <p>Unit 2: Word Parts, T222–T223, T235, T241, T244, T252, T253</p> <p>Unit 3: Word Parts, T241, T242, T226–T227</p> <p>Unit 4: Prefixes, T224–T225, T238–T239, T257, T270–T271, T440, T448, T452 Word Parts, T232–T233</p> <p>Unit 5: Word Parts, T236, T253, T224–T225</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| (2.L.4c) Use a known root word as a clue to the meaning of an unknown word with the same root. | <p>Unit 1: Related Words, T26–T27, T37, T39, T43, T44</p> <p>Unit 2: Related Words, T26–T27, T39, T43, T47, T51, T53</p> <p>Unit 3: Related Words, T42, T45</p> <p>Unit 4 Related Words, T26–T27, T49</p> <p>Unit 5: Related Words, T26–T27, T37, T46, T50</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |
| (2.L.4d) Use knowledge of the meaning of individual words to predict the meaning of compound words. | <p>Unit 1: Develop Vocabulary, T52–T53</p> <p>Unit 2: Phonics: Compound Words, T474–T475, T480, T482–T483 Spell Compound Words, T476–T477</p> <p>Unit 3: Phonics: Compound Words, T482</p> <p>Unit 4: Compound Words, T110</p> <p>Unit 5: Vocabulary in Context, T120</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |
| (2.L.4e) Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases. | <p>Unit 1: Develop Vocabulary, T180–T181 Vocabulary, T298–T299</p> <p>Unit 2: Develop Vocabulary, T114–T115, T316–T317 Glossary, T514–T515</p> <p>Unit 4: Develop Vocabulary, T194–T195</p> <p>Unit 5: Spell Words Correctly, T455, T459, T463, T467</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| (2.L.5) Demonstrate understanding of word relationships and nuances in word meanings. | |
| (2.L.5a) Identify real-life connections between words and their use. | <p>Unit 1: Vocabulary, T99, T236 Develop Vocabulary, T116 Word Choice, T229, T246–T247</p> <p>Unit 2: Word Work, T474–T475, T482–T483 Book Club, T498, T500, T504, T508, T512</p> <p>Unit 4: Summarize, T179</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |
| (2.L.5b) Distinguish shades of meaning among closely related verbs and closely related adjectives. | <p>Unit 4: Develop Vocabulary, T56–T57</p> <p>Also see:</p> <p>Unit 1: Related Words, T26–T27, T37, T39, T43, T44</p> <p>Unit 2: Related Words, T26–T27, T39, T43, T47, T51, T53 Synonyms, T92–T93, T103</p> <p>Unit 3: Related Words, T42, T45 Synonyms, T86–T87, T109, T112, T115</p> <p>Unit 4: Related Words, T26–T27, T49 Synonyms, T118</p> <p>Unit 5: Related Words, T26–T27, T37, T46, T50 Synonyms, T92–T93, T108, T116, T119</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| <p>(2.L.6) Use words and phrases acquired 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>Unit 1: Develop Vocabulary, T52–T53, T116–T117, T180–T181, T236–T237, T298–T299 Academic Vocabulary, T12, T26–T27, T39, T90–T91, T100, T154–T155, T172, T218–T219, T274–T275, T285, T289</p> <p>Unit 2: Develop Vocabulary, T54–T55, T114–T115, T184–T185, T254–T255, T316–T316 Academic Vocabulary, T12, T26–T27, T43, T51, T92–T93, T103, T152–T153, T167, T222–T223, T235, T292–T293</p> <p>Unit 3: Develop Vocabulary, T48–T49, T118–T119, T188–T189, T248–T249, T316–T317 Academic Vocabulary, T12, T26–T27, T42, T86–T87, T109, T112, T156–T157, T173, T226–T227, T241, T286–T287</p> <p>Unit 4: Develop Vocabulary, T56–T57, T124–T125, T194–T195, T264–T265, T326–T327 Academic Vocabulary, T12, T26–T27, T49, T94–T95, T118, T162–T163, T172, T183, T232–T233, T257, T302–T303</p> <p>Unit 5: Develop Vocabulary, T54–T54, T106–T107, T186–T187, T254– T255, T316–T317 Academic Vocabulary, T12, T26–T27, T46, T92–T93, T108, T160–T161, T175, T224–T225, T253, T292–T293, T306</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| (2.SL) Speaking and Listening | |
| Comprehension and Collaboration | |
| (2.SL.1) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | |
| (2.SL.1a) Follow agreed-upon rules for discussions. | <p>Students practice listening rules in discussions in all units. For examples see:</p> <p>Unit 1: Essential Question, T10 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Listening Comprehension, T22–T23, T86–T87, T150–T151, T214–T215, T270–T271 Inquire, T466</p> <p>Unit 2: Essential Question, T10 Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Listening Comprehension, T22–T23, T88–T89, T148–T149, T218–T219, T288–T299 Inquire, T484</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283 Inquire, T484</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Listening Comprehension, T22–T23, T90–T91, T158–T159, T228–T229, T298–T299 Inquire, T494 Conduct Research, T498 Share, T504</p> <p>Unit 5: Essential Question, T10 Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Listening Comprehension, T22–T23, T88–T89, T156–T157, T220–T221, T288–T289 Inquire, T484</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>(2.SL.1b) Build on others’ talk in conversations by linking their comments to the remarks of others.</p> | <p>Students practice discussions with shoulder partners in all units. For examples see:</p> <p>Unit 1: Turn, Talk, and Share, T10, T25, T53, T89 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321</p> <p>Unit 2: Turn, Talk, and Share, T10, T25, T91, T472 Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339</p> <p>Unit 3: Turn, Talk, and Share, T10, T20, T100 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339</p> <p>Unit 4: Turn, Talk, and Share, T10, T25, T156, T231, T482 Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349</p> <p>Unit 5: Turn, Talk, and Share, T10, T33, T86, T472 Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>(2.SL.1c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>Unit 1: Minilesson: Ask and Answer Questions, T101, T113, T115, T132–T133 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Listening Comprehension, T22–T23, T86–T87, T150–T151, T214–T215, T270–T271</p> <p>Unit 2: Minilesson: Ask and Answer Questions, T39, T45, T53, T70–T71 Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Listening Comprehension, T22–T23, T88–T89, T148–T149, T218–T219, T288–T299</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283</p> <p>Unit 4: Minilesson: Ask and Answer Questions, T39, T45, T50, T53, T72–T73 Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Listening Comprehension, T22–T23, T90–T91, T158–T159, T228–T229, T298–T299 (Continued)</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Listening Comprehension, T22–T23, T88–T89, T156–T157, T220–T221, T288–T289</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |

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| <p>(2.SL.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>Students practice comprehension of read-alouds and independent reading in all units. For examples see:</p> <p>Unit 1: Book Club, T478–T495</p> <p>Unit 1: Listening Comprehension, T22–T23, T86–T87, T150–T151, T214–T215, T270–T271</p> <p>Unit 2: Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T148–T149, T218–T219, T288–T299</p> <p>Unit 3: Book Club, T496–T513 Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283</p> <p>Unit 4: Book Club, T506–T523 Listening Comprehension, T22–T23, T90–T91, T158–T159, T228–T229, T298–T299</p> <p>Unit 5: Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T156–T157, T220–T221, T288–T289</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>(2.SL.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> | <p>Unit 1: Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 Publish and Celebrate, T442–T443</p> <p>Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T280–T281 Publish and Celebrate, T460–T461</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T438–T439 Publish and Celebrate, T470–T471</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| Presentation of Knowledge and Ideas | |
| <p>(2.SL.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | <p>Unit 1: Retelling, T51, T111, T178 Plot Elements, T272 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 Publish and Celebrate, T442–T443</p> <p>Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461 Retelling, T192</p> <p>Unit 3: Targeted Support: Retelling, T24, T116, T154 Turn, Talk, and Share, T150 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T280–T281 Publish and Celebrate, T460–T461</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T438–T439 Publish and Celebrate, T470–T471 Retelling, T44, T71, T123, T139, T280 Write to Sources, T286</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| <p>(2.SL.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.</p> | <p>Unit 1: Celebrate and Reflect, T476–T477</p> <p>Unit 3: Apply Audio Recording, T412–T413, T416</p> <p>Unit 4: Celebrate and Reflect, T504–T505</p> <p>Unit 5: Extend Research: Make a Video or Record Infomercial, T492–T493 Celebrate and Reflect, T494–T495</p> |

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| <p>(2.SL.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> | <p>Unit 1: Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477</p> <p>Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T494–T495</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T504–T505</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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