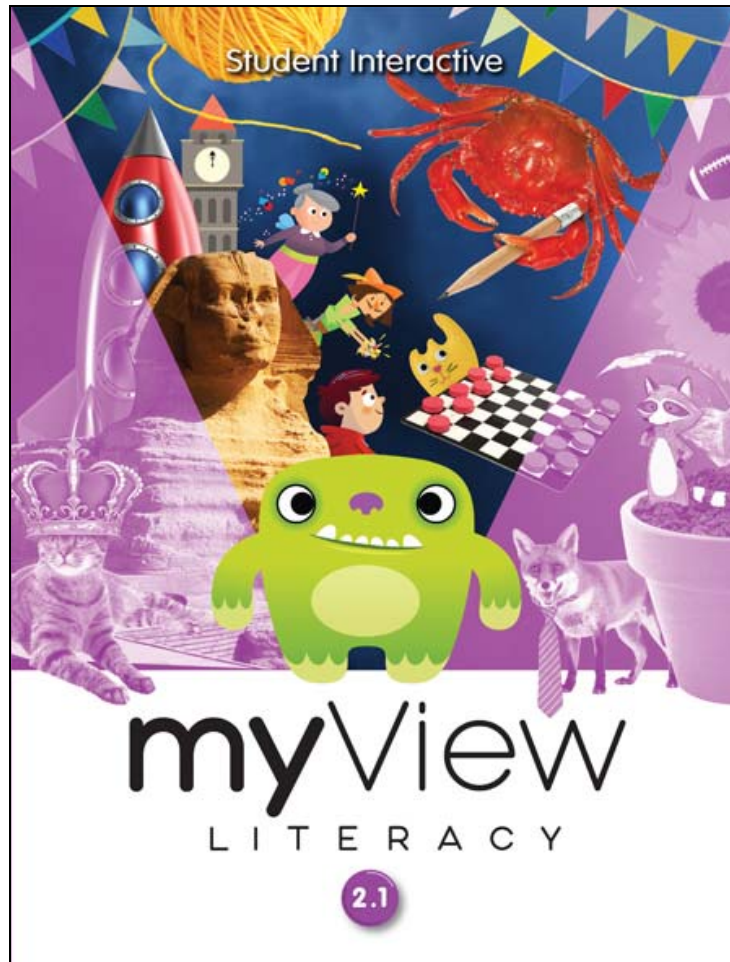


## A Correlation of



**Grade 2, ©2020**

To the  
**Arkansas**  
**English Language Arts Standards**  
**Grade 2**

**SAVVAS**

# A Correlation of myView Literacy, Grade 2, ©2020 to the Arkansas English Language Arts Standards

## Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Arkansas English Language Arts Standards**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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

**Table of Contents**

|   |           |
|---|-----------|
| <b>RL.2 Reading Standards for Literature .....</b>          | <b>4</b>  |
| <b>RI.2 Reading Standards for Informational Text .....</b>  | <b>9</b>  |
| <b>RF.2 Reading Standards for Foundational Skills .....</b> | <b>14</b> |
| <b>W.2 Writing.....</b>                                     | <b>25</b> |
| <b>SL.2 Speaking and Listening .....</b>                    | <b>29</b> |
| <b>L.2 Language.....</b>                                    | <b>35</b> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
| <b>R.2 Reading</b>  |  |
| <b>RL.2 Reading Standards for Literature</b>  |  |
| Key Ideas and Details   |  |
| 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/>           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<br/>           Reread A Place To Play, T189<br/>           Realistic Fiction, T190<br/>           Read, T198</p> <p><b>Unit 5:</b><br/>           Read The Best Place, T29<br/>           Reread Lizard's Move, T263<br/>           First Read: Ask, T290, T291</p> |
| RL.2.2 Recount stories, including fables and  | <b>Unit 2:</b>   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>                             | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
| folktales from diverse cultures, and determine their central message, lesson, or moral. | <p>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/>Determine Theme, T228<br/>Strategy Group: Determine Theme, T230</p> <p><b>Unit 5:</b><br/>Retell, T29, T107, T187, T263, T343</p> |
| RL.2.3 Describe how characters in a story respond to major events and challenges.       | <p><b>Unit 1:</b><br/>Describe and Understand Characters, T110, T121, T123, T126<br/>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>  |
| Craft and Structure   |  |
| RL.2.4 Describe how words and phrases (e.g.,  | <b>Unit 1:</b>   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|--|---|
| regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  | Poetry, T260<br><b>Unit 2:</b><br>Possible Teaching Point: Author's Craft, T283, T290<br><b>Unit 3:</b><br>Imagery, T164–T167<br>Possible Teaching Point: Author's Craft, T194, T197<br>Explore Alliteration, T247–T248<br>Independent Writing, T247<br>Share Back, T247, T248<br><b>Unit 4:</b><br>Possible Teaching Point: Author's Craft, T47, T54, T208<br>Read Like a Writer, Write for a Reader, T324–T325<br><b>Unit 5:</b><br>Possible Teaching Point: Read Like a Writer: Author's Craft, T200<br>Explain Patterns and Structures, T276, T300–T301, T314 |
| RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.           | <b>Unit 1:</b><br>Explore the Structure of Fiction, T238–T239<br>Spotlight on Genre: Realistic Fiction, T328–T329<br>Describe and Understand Plot Elements, T356<br><b>Unit 3:</b><br>Traditional Tale: Legend, T104<br>Story Structure, T154–T155<br><b>Unit 4:</b><br>Sequence of Events, T252<br>Explore Conclusion, T253  |
| RL.2.6 Acknowledge differences in the perspectives 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  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | <p>Read Like a Writer: Voice, T76–T77</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T274, T291<br/>Check for Understanding, T295<br/>Dialogue, T314<br/>Writing Workshop, T315</p> <p><b>Unit 3:</b><br/>Close Read: Determine Key Ideas, T41</p> <p><b>Unit 5:</b><br/>Close Read: Fluency, T213</p>   |
| Integration of Knowledge and Ideas  |  |
| <p>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.</p>  | <p><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/>Setting, T62–T63</p> <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>RL.2.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze 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>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella</p>   | <p><b>Unit 3:</b><br/>Folktales, T186–T187</p>   |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
| stories) by different authors or from different cultures.   | Cendrillon: An Island Cinderella, T206-T215<br>Compare and Contrast Stories, T222-T223<br>Interact with Sources: Telling a Story, T174-T175<br>Interstellar Cinderella, T192-T205<br>Reflect and Share, T230-T231<br>Respond and Analyze, T216-T217   |
| Range of Reading and Level of Text Complexity   |   |
| <p>RL.2.10 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> <p>(Continued)</p> | <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), T34-T35, T262-T263<br/>Read, T114-T131, T266-T271<br/>Genre: Poetry, T260-T261<br/>Identify Poetry, T262<br/>Genre: Realistic Fiction, T32-T33, T34</p> <p><b>Unit 2:</b><br/>Matching Texts to Learning (Leveled Readers), T184-T185, T266-T267<br/>Read, T188-T211, T270-T293<br/>Genre: Realistic Fiction, T182-T183, T184</p> <p><b>Unit 3:</b><br/>Matching Texts to Learning (Leveled Readers), T34-T35, T106-T107, T188-T189<br/>Read, T110-T133<br/>Identify Fables, T34<br/>Identify Folktales, T186-T187, T188<br/>Identify Legends, T104-T105, T106<br/>Read Perfect!, T182</p> <p><b>Unit 4:</b><br/>Matching Texts to Learning (Leveled Readers), T194-T195<br/>Read, T198-T221<br/>Genre: Realistic Fiction, T192-T193</p> <p>(Continued)</p> <p><b>Unit 5:</b><br/>Matching Texts to Learning (Leveled Readers), T192-T193, T268-T269, T348-T349<br/>Read, T196-T213, T272-T293<br/>Genre: Poetry, T266-T267</p> |



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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | Identify Drama, T192–T193, T194  |
| <b>RI.2 Reading Standards for Informational Text</b>  |  |
| Key Ideas and Details   |  |
| 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/>Generate Questions, T68–T69<br/>Respond and Analyze, T368</p> <p><b>Unit 3:</b><br/>First Read: Ask, T280, T284</p> <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,<br/>My View, T138</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><b>Unit 1:</b><br/>First Read, T197, T203<br/>Identify Main Idea, T186, 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></p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | Wrap-Up, T111<br>First Read: Read, T364<br>Close Read: Understand Persuasive Text, T364<br><b>Unit 5:</b><br>Describe Connections, T64<br>Informational Text, T346<br>Identify Main Idea, T31, T367, T374-T375   |
| RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | <b>Unit 2:</b><br>Identify Text Structure, T46, T47, T64–T65<br>Cross-Curricular Perspectives: Science, T120<br><b>Unit 3:</b><br>Procedural Text, T338–T339<br>Think Aloud, T338, T339<br>Multimodal Text, T340–T341<br>Introduce the Text, T346-T347<br>Procedural Text: My Food, Your Food, T347-T369<br><b>Unit 5:</b><br>How-To Books, T87, T88, T89<br>Generate Ideas, T91<br>Describe Connections, T41, T64–T65 |
| Craft and Structure   |  |
| RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.  | This standard is met throughout the program. See the following representative citations:<br><b>Unit 1:</b><br>Introduce the Text: Preview Vocabulary, T190<br>Vocabulary in Context, T197, T205<br>Develop Vocabulary, T208<br><b>Unit 2:</b><br>Academic Vocabulary, T14-T15<br>Develop Vocabulary, T58<br>Introduce the Text: Preview Vocabulary, T352   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|---|---|
|   | Vocabulary in Context, T361<br><b>Unit 3:</b><br>Introduce the Text: Preview Vocabulary, T274-T275<br><b>Unit 4:</b><br>Develop Vocabulary, T60, T140, T304, T378<br>Vocabulary in Context, T47<br><b>Unit 5:</b><br>Close Read: Vocabulary in Context, T53, T55, T136, T358, T366<br>Develop Vocabulary, T58   |
| RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | <b>Unit 2:</b><br>Text Features, T129, T130–T131, T136–T137, T245, T374–T375, T448–T449<br><b>Unit 3:</b><br>Possible Teaching Point: Read Like A Writer: Author's Craft, T283<br>Text Structure, T308<br>Understand Text Features, T374<br>Organizing Information, T388<br><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<br><b>Unit 5:</b><br>First Read: Look, T52 |
| RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  | <b>Unit 2:</b><br>Possible Teaching Point: Read Like a Writer: Author's Craft, T121<br>Author's Purpose, T121, T356<br><b>Unit 3:</b><br>Author's Purpose, T270, T276, T285, T286, T294–T295<br><b>Unit 4:</b><br>Understand Persuasive Text, T384<br><b>Unit 5:</b><br>How Graphic Features Support Purpose, T78-T79<br>Author's Purpose, T78–T79  |

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

| Arkansas English Language Arts Standards<br>Grade 2  | myView Literacy<br>Grade 2, ©2020  |
|--|--|
| Integration of Knowledge and Ideas   |  |
| <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>(Continued)</p> | <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/>Informational Text, T346<br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T356<br/>Use Text Features, T374<br/>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: Author's Craft, T284</p> <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>(Continued)</p> <p><b>Unit 5:</b><br/>Interact with Sources: Explore the Infographics, T98-T99, T254-T255</p> |
| <p>RI.2.8 Describe how an author uses reasons to support particular points in a text.</p>  | <p><b>Unit 2:</b><br/>Apply Develop Details, T162<br/>Critical Literacy: Challenge the Text, T420</p> <p><b>Unit 4:</b><br/>Persuasive Text, T354<br/>Understand Persuasive Text, T368, T372, T384-T385<br/>First Read, T50</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
| <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>  | <p><b>Unit 1:</b><br/>Strategy Group: Compare Texts, T224–T225</p> <p><b>Unit 2:</b><br/>Strategy Group: Compare Texts, T74, T384<br/>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>  |
| <b>Range of Reading and Level of Text Complexity</b>  |  |
| <p>RI.2.10 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> | <p>This standard is met throughout the program. See the following representative citations:</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-T129<br/>Identify Informational Text, T34, T112, T344, T348</p> <p><b>Unit 3:</b><br/>Cross-Curricular Perspectives: Social Studies, T122, T129</p> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | <p>Reading Workshop: Matching Texts to Learning, T270-T271, T342-T343<br/>Read, T274-T287<br/>Identify Informational Text, T270<br/>Identify Multimedia Text, T342</p> <p><b>Unit 4:</b><br/>Reading Workshop: Matching Texts to Learning, T34-T35, T276-T277<br/>Read, T38-T59, T280-T303<br/>Identify Narrative Nonfiction, T34<br/>Identify Biographies, T114, T276<br/>Identify Persuasive Text, T358</p> <p><b>Unit 5:</b><br/>Reading Workshop: Matching Texts to Learning, T34-T35, T112-T113<br/>Read, T38-T57, T116-T137<br/>Identify Informational Text, T34, T112, T348</p> |
| <b>RF.2 Reading Standards for Foundational Skills</b>   |  |
| Print Concepts  |  |
| <p>RF.2.1 This standard is taught in Grade 1 and should be reinforced as needed.<br/>Demonstrate understanding of the organization and basic features of print.</p> | <p>For opportunities to reinforce this standard please see:</p> <p><b>Unit 1:</b><br/>Sentences and End Punctuation, T300–T301, T374<br/>Genre: Fiction, T238–T239<br/>Genre: Informational Text, T184–T185</p> <p><b>Unit 2:</b><br/>Parts of a Book, T129, T136<br/>Genre: Fiction, T264–T265<br/>Genre: Informational Text, T32–T33, T110–T111</p> <p><b>Unit 3:</b><br/>Genre: Folktale, T186–T187<br/>Genre: Fable, T32–T33</p> <p><b>Unit 4:</b><br/>Genre: Persuasive Text, T356–T357</p> <p><b>Unit 5:</b></p>   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
|   | Poetry, T266–T267  |
| RF.2.1.A Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.                   | For opportunities to reinforce this standard please see:<br><b>Unit 1:</b><br>Write to Sources, T146–T147<br><b>Unit 2:</b><br>Write to Sources, T144–T145, T308–T309<br><b>Unit 2:</b><br>Write to Sources, T48–T149<br><b>Unit 2:</b><br>Write to Sources, T154–T155<br><b>Unit 2:</b><br>Write to Sources, T152–T153  |
| RF.2.1.B This standard is taught in kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning. | For opportunities to reinforce this standard please see<br><b>Unit 1:</b><br>Develop Vocabulary, T34, T56–T57, T110, T132–T133, T186, T208–T209, T262, T276–T277, T330, T350–T351<br><b>Unit 2:</b><br>Develop Vocabulary, T34, T58–T59, T112, T130–T131, T184, T212–T213, T266, T294–T295, T348, T368–T369<br><b>Unit 3:</b><br>Develop Vocabulary, T34, T52, T106, T134–T135, T188, T216–T217, T270, T288–T289, T342, T368–T369<br><b>Unit 4:</b><br>Develop Vocabulary, T34, T60–T61, T114, T140–T141, T194, T222–T223, T276, T304–T305, T358, T378–T379<br><b>Unit 5:</b><br>Develop Vocabulary, T34, T58–T59, T112, T138– |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | T139, T192, T214–T215, T268, T294–T295, T348, T368–T369  |
| <p>RF.2.1.C This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.</p> | <p>For opportunities to reinforce this standard please see:</p> <p><b>Unit 1:</b><br/>Decodable Reader, T59, T135, T211, T279, T353, T395</p> <p><b>Unit 2:</b><br/>Decodable Reader, T61, T133, T215, T297, T371, T413</p> <p><b>Unit 3:</b><br/>Decodable Reader, T55, T137, T219, T291, T371, T413<br/>Decodable Text, T28–T29, T100–T101, T182–T183, T264–T265, T336–T337</p> <p><b>Unit 4:</b><br/>Decodable Reader, T63, T143, T225, T307, T381, T423</p> <p><b>Unit 5:</b><br/>Decodable Text, T28–T29, T108–T109, T188–T189, T270–T271, T352–T353</p> <p><b>Unit 5:</b><br/>Decodable Reader, T61, T141, T217, T297, T371,</p> |



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

| Arkansas English Language Arts Standards<br>Grade 2  | myView Literacy<br>Grade 2, ©2020   |
|--|---|
|  | T413<br>Decodable Text, T28–T29, T106–T107, T186–<br>T187, T262–T263, T342–T343   |
| RF.2.1.D This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.  | For opportunities to reinforce this standard please see:<br><b>Unit 1:</b><br>Letter Formation & Cursive Letters, T150–T153, T226–T227, T294–T297, T368–T371<br><b>Unit 2:</b><br>Letter Formation & Cursive Letters, T76–T77, T148–T151, T230–T233, T312–T315, T386– T389<br><b>Unit 3:</b><br>Cursive Letters, T70–T73, T152–T155, T234–T237, T306–T309, T386–T389<br><b>Unit 4:</b><br>Letter Formation & Cursive Letters, T78–T81, T158–T161, T240–T243, T322– T325, T396–T399<br><b>Unit 5:</b><br>Letter Formation & Cursive Letters, T76–T79, T156–T159, T232–T235, T312–T315, T386–T389               |
| Phonological Awareness   |   |
| RF.2.2 This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <b>Unit 1:</b><br>Add Phonemes, T318–T319<br>Remove Phonemes, T318–T319<br>Distinguish/Discriminate Long and Short Vowel Sounds, T22–T23, T98<br>Common Syllable Patterns, T102–T103, T154–T155, T180–T181<br><b>Unit 2:</b><br>Add Phonemes, T222–T23<br>Change Phonemes, T100–T101, T172–T173, T254–T255, T336–T337<br>Remove Phonemes, T22–T23<br><b>Unit 3:</b><br>Changes in Words, T330–T335<br><b>Unit 4:</b><br>Closed Syllables, T22–T27, T82–T83<br>Open Syllables, T102–T107, T162–T163<br>Common Syllable Patterns, T346–T351, T426–T427<br><b>Unit 5:</b><br>Common Syllable Patterns, T256–T261 |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|--|---|
| RF.2.2.A Distinguish vowels (long, short, variant) in spoken one-syllable words.   | <p><b>Unit 1:</b><br/>Long and Short Vowel Sounds, T22–T23, T24–T25, T26–T27, T28–T29, T98–T99, T100–T101, T102–T103, T104–T105</p> <p><b>Unit 2:</b><br/>Long and Short Vowel Sounds, T254–T255, T256–T257, T258–T259, T260–T261</p>   |
| RF.2.2.B Delete phonemes in the initial, medial, and final positions of spoken words including blends.   | <p><b>Unit 1:</b><br/>Remove Phonemes, T318–T319</p> <p><b>Unit 2:</b><br/>Remove Phonemes, T22–T23</p>   |
| RF.2.2.C This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words. | <p>For opportunities to reinforce this standard please see:</p> <p><b>Unit 1:</b><br/>Add and Remove Phonemes, T318–T319</p> <p><b>Unit 2:</b><br/>Add Phonemes, T222–T23<br/>Change Phonemes, T100–T101, T172–T173, T254–T255, T336–T337</p>   |
| RF.2.2.D This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).      | <p>For opportunities to reinforce this standard please see:</p> <p><b>Unit 2:</b><br/>Change Phonemes, T100–T101, T172–T173, T254–T255, T336–T337</p> <p><b>Unit 3:</b><br/>Decodable Text, T28–T29, T100–T101, T182–T183, T264–T265, T336–T337</p> <p><b>Unit 4:</b><br/>Decodable Text, T28–T29, T108–T109, T188–T189, T270–T271, T352–T353</p> <p><b>Unit 5:</b><br/>Decodable Text, T28–T29, T106–T107, T186–T187, T262–T263, T342–T343</p> |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|--|--|
| RF.2.2.E This standard is taught in Grade 1 and should be reinforced as needed.<br>Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).  | For opportunities to reinforce this standard please see:<br><b>Unit 1:</b><br>Add and Remove Phonemes, T318–T319, T320–T321<br><b>Unit 4:</b><br>Open Syllables, T104–T105   |
| RF.2.2.F This standard is taught in Grade 1 and should be reinforced as needed.<br>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.   | <b>Unit 1:</b><br>Add Phonemes, T318–T319<br><b>Unit 2:</b><br>Add Phonemes, T222–T23<br>Change Phonemes, T100–T101, T172–T173, T254–T255, T336–T337   |
| RF.2.2.G This standard is taught in Grade 1 and should be reinforced as needed.<br>Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say nice without the /n/, say lamp without the /p/). | For opportunities to reinforce this standard please see:<br><b>Unit 1:</b><br>Remove Phonemes, T318–T319<br><b>Unit 2:</b><br>Remove Phonemes, T22–T23   |
| <b>Phonics and Word Recognition</b>  |  |
| RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.  | <b>Unit 1:</b><br>Phonics & Phonological Awareness, T22–T23, T24–T25, T26–T27, T28–T29, T98–T99, T100–T101, T102–T103, T104–T105, T174–T175, T176–T177, T178–T179, T180–T181, T250–T251, T252–T253, T254–T255, T256–T257, T318–T319, T320–T321, T322–T323, T324–T325<br><b>Unit 2:</b><br>Phonics & Phonological Awareness, T22–T23, T24–T25, T26–T27, T28–T29, T100–T101, T102–T103, T104–T105, T106–T107, T172–T173, T174–T175, T176–T177, T178–T179, T254–T255, T256–T257, T258–T259, T260–T261, T336–T367, T338–T339, T340–T341, T342–T343<br><b>Unit 3:</b><br>Phonics, T22–T23, T24–T25, T26–T27, T94–T95, |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | <p>T96–T97, T98–T99, T176–T177, T178–T179, T180–T181, T258–T259, T260–T261, T262–T263, T330–T331, T332–T333, T334–T335</p> <p>Decodable Text, T28–T29, T100–T101, T182–T183, T264–T265, T336–T337</p> <p><b>Unit 4:</b></p> <p>Phonics, T22–T23, T24–T25, T26–T27, T102–T103, T104–T105, T106–T107, T182–T183, T184–T185, T186–T187, T264–T265, T266–T267, T268–T269, T346–T347, T348–T349, T350–T351</p> <p>Decodable Text, T28–T29, T108–T109, T188–T189, T270–T271, T352–T353</p> <p><b>Unit 5:</b></p> <p>Phonics, T22–T23, T24–T25, T26–T27, T100–T101, T102–T103, T104–T105, T180–T181, T182–T183, T184–T185, T256–T257, T258–T259, T260–T261, T336–T337, T338–T339, T340–T341</p> <p>Decodable Text, T28–T29, T106–T107, T186–T187, T262–T263, T342–T343</p> |
| <p>RF.2.3.A Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).</p>  | <p><b>Unit 3:</b></p> <p>Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258</p> <p>Decode /s/ Spelled c; /j/ Spelled g or dge, T408, T408, T412, T414, T416</p> <p><b>Unit 5:</b></p> <p>Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180, T182, T184</p> <p>ELL Targeted Support: Spelling Patterns, T181</p>   |
| <p>RF.2.3.B Know the letter/sound correspondences, including distinguishing long and short vowel sounds:</p> <ul style="list-style-type: none"> <li>• diphthongs (e.g., oi, oy, ou, ow),</li> <li>• r-controlled vowels (e.g., er, ir, ur, ar, or),</li> <li>• additional common vowel teams (e.g., ei, ie, igh),</li> <li>• regularly-spelled one-syllable words.</li> </ul> | <p><b>Unit 1:</b></p> <p>Distinguish/Discriminate Long and Short Vowel Sounds, T22–T23, T98</p> <p>r-Controlled Vowels, T390–T391, T396–T397</p> <p><b>Unit 2:</b></p> <p>Vowel Digraphs, T100–T107, T172–T179</p> <p><b>Unit 3:</b></p> <p>Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258</p> <p>r-Controlled Vowels, T176–T181</p> <p>Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22, T24, T26, T28, T54</p> <p>Decodable Text, T28–T29, T100–T101, T182–T183, T264–T265, T336–T337</p> <p><b>Unit 4:</b></p>   |

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

| Arkansas English Language Arts Standards<br>Grade 2                      | myView Literacy<br>Grade 2, ©2020  |
|--|--|
|  | Decodable Text, T28–T29, T108–T109, T188–T189, T270–T271, T352–T353<br><b>Unit 5:</b><br>Decodable Text, T28–T29, T106–T107, T186–T187, T262–T263, T342–T343   |
| RF.2.3.C Recognize and read grade-appropriate irregularly-spelled words. | This standard is met throughout the program. See the following representative citations:<br><b>Unit 1:</b><br>Academic Vocabulary: T41, T48, T337, T341, T400<br>Develop Vocabulary, T56, T132, T208, T276, T350<br><b>Unit 2:</b><br>Academic Vocabulary, T20, T170, T355, T357, T359, T365, T418<br>Develop Vocabulary, T58, T130, T212, T294, T368<br><b>Unit 3:</b><br>Develop Vocabulary, T134, T216, T288, T368<br>Academic Vocabulary, T49, T70, T349, T359, T418<br><b>Unit 4:</b><br>Academic Vocabulary: T134, T368, T373, T428<br>Develop Vocabulary, T60, T140, T304, T378<br><b>Unit 5:</b><br>Academic Words, T64, T144, T220, T300, T378<br>Develop Vocabulary, T58, T138, T214, T294, T368<br>Phonics: Decode and Write Words Spelled aw, au, augh, al, T182<br>Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180<br>Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184 |
| RF.2.3.D Decode words with common prefixes                               | <b>Unit 1:</b>   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
| and suffixes.   | <p>Inflected Endings, T352</p> <p><b>Unit 2:</b><br/>Inflected Endings, T320, T322, T324</p> <p><b>Unit 3:</b><br/>Decode Words with Comparative Endings, T94–T98</p> <p><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>RF.2.3.E Decode words that follow the six syllable types:</p> <ul style="list-style-type: none"> <li>• closed syllable,</li> <li>• open syllable,</li> <li>• vowel-consonant-e,</li> <li>• vowel teams,</li> <li>• r-controlled vowel,</li> <li>• consonant-le.</li> </ul> | <p><b>Unit 1:</b><br/>Distinguish/Discriminate Long and Short Vowel Sounds, T22–T23, T98<br/>r-Controlled Vowels, T390–T391, T396–T397<br/>Common Syllable Patterns, T102–T103, T154–T155, T180–T181</p> <p><b>Unit 2:</b><br/>Vowel Digraphs, T100–T107, T172–T179</p> <p><b>Unit 3:</b><br/>Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258<br/>r-Controlled Vowels, T176–T181</p> <p><b>Unit 4:</b><br/>Closed Syllables, T22–T27, T82–T83<br/>Open Syllables, T102–T107, T162–T163<br/>Common Syllable Patterns, T346–T351, T426–T427</p> <p><b>Unit 5:</b><br/>Common Syllable Patterns, T256–T261</p> |
| RF.2.3.F Decode regularly spelled two-syllable words with long vowels.  | <p><b>Unit 1:</b><br/>Review Long and Short Vowels, T22, T28<br/>Phonological Awareness: Listen for Long and Short Vowels, T98<br/>Phonics: Decode Words with Long Vowels, T100<br/>Formative Assessment Options, T101<br/>Phonics: Long Vowels: CVCe, T102, T134</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<br/>Phonics: Long e: ee, ea, ey, y, T258, T296</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | <p>Phonics: Decode Words with Long o Spelled o, oa, ow, T338, T340, T416</p> <p><b>Unit 3:</b><br/>Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22, T24, T26, T28, T54<br/>Build Words with Letter Tiles, T55</p> <p><b>Unit 4:</b><br/>Decode Words with Open Syllables V/CV, T102–T103, T104, T106, T142, T162-T163<br/>Phonics: Open Syllables V/CV</p>  |
| Fluency   |  |
| RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. | <p><b>Unit 1:</b><br/>Listening Comprehension: Fluency, T30, T106, T182, T258, T326<br/>Decodable Reader, T59, T135, T211, T279, T353, T395<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p><b>Unit 2:</b><br/>Listening Comprehension: Fluency, T30, T108, T180, T262, T344<br/>Decodable Reader, T61, T133, T215, T297, T371, T413<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p><b>Unit 3:</b><br/>Listening Comprehension: Fluency, T30, T102, T184, T266, T338<br/>Decodable Reader, T55, T137, T219, T291, T371, T413<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p><b>Unit 4:</b><br/>Listening Comprehension: Fluency, T30, T1101, T190, T272, T354<br/>Decodable Reader, T63, T143, T225, T307, T381, T423<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p> <p><b>Unit 5:</b><br/>Listening Comprehension: Fluency, T30, T108, T188, T264, T344<br/>Decodable Reader, T61, T141, T217, T297, T371, T413</p> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218   |
| RF.2.4.A Read grade-level text with purpose and understanding.  | <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> |
| RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p><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</p> <p><b>Unit 2:</b><br/>Decodable Reader, T61, T133, T215, T297, T371, T413<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p><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</p> <p><b>Unit 4:</b></p>  |



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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
|   | 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  |
| RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.   | This standard is met throughout the program. See the following representative citations:<br><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<br><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<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, T374<br>Context Clues, T200, T211, T215, T219, T222, T240<br><b>Unit 5:</b><br>Vocabulary in Context, T51, T263, T337<br>Context Clues, T199, T203, T207, T209, T214, T232 |
| <b>W.2 Writing</b>  |  |
| Text Types and Purposes   |  |
| W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | <b>Unit 3:</b><br>Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T426–T427, T428–T429<br><b>Unit 5:</b><br>Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429  |
| W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and  | <b>Unit 2:</b><br>List Article, T84–T93, T156–T165, T238–T247,   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|--|---|
| definitions to develop points, and provide a concluding statement or section.  | T320–T329, T394–T403<br>Informational Writing, T420–T421<br><b>Unit 5:</b><br>How-To Book, T84–T93, T164–T173, T240–T249,<br>T320–T329, T394–T403   |
| W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.   | For opportunities to reinforce this standard please see:<br><b>Unit 2:</b><br>Sentence Lengths, Explore and Apply Writing in Steps, T245, T246<br><b>Unit 3:</b><br>Linking Words, T425   |
| W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | <b>Unit 3:</b><br>Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403<br><b>Unit 4:</b><br>Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413  |
| <b>Production and Distribution of Writing</b>  |   |
| W.2.5 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>Revise, T89, T164, T305, T309, T310, T382, T409<br>Editing, T380<br><b>Unit 2:</b><br>Revise, T324, T326, T328, T426–T427<br>Editing, T235, T237, T398, T399<br><b>Unit 3:</b><br>Revise, T318, T319, T426–T427<br>Editing, T241, T392, T398, T399<br><b>Unit 4:</b><br>Revise, T334, T336, T436–T437<br>Editing, T408, T409<br><b>Unit 5:</b><br>Revise, T325, T326, T327, T328, T426–T427<br>Editing, T83, T237, T239, T324, T398, T399 |
| W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.  | <b>Unit 1:</b><br>Digital Tools Authors Use, T242<br><b>Unit 2:</b><br>Celebrate, T401<br><b>Unit 3:</b><br>Conduct Research: Search Online, T422–T423<br><b>Unit 4:</b>  |

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

| Arkansas English Language Arts Standards<br>Grade 2  | myView Literacy<br>Grade 2, ©2020  |
|--|--|
|  | Conduct Research: Use a Web Site, T432–T433<br><b>Unit 5:</b><br>ELL Targeted Support, T425<br>Make a Video or Record Infomercial, T426<br>Celebrate and Reflect: Share, T428  |
| Research to Build and Present Knowledge  |  |
| W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations). | <b>Unit 1:</b><br>Project-Based Inquiry, T400–T401, T402–T403, T404–T405, T406–T407, T408–T409, T410–T411<br><b>Unit 2:</b><br>Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429<br><b>Unit 3:</b><br>Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429<br><b>Unit 4:</b><br>Project-Based Inquiry, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437, T438–T439<br><b>Unit 5:</b><br>Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429  |
| W.2.8 Recall information from experiences or gather information from provided sources to answer a question.  | <b>Unit 1:</b><br>Write to Sources, T146–T147<br>Conduct Research: Interview an Expert, T404–T405<br><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<br><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<br><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<br><b>Unit 5:</b><br>Inquire: Introduce the Project, T418<br>Conduct Research: Use Media to Research, T422 |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | Collaborate and Discuss: Cite Your Sources, T424–T425  |
| Range of Writing  |  |
| <p>W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p><b>Unit 1:</b><br/>Reflect and Share: Write to Sources, T146–T147, T290–T291</p> <p><b>Unit 2:</b><br/>Reflect and Share: Write to Sources, T144–T145, T308–T309<br/>List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403</p> <p><b>Unit 3:</b><br/>Reflect and Share: Write to Sources, T148–T149, T302–T303<br/>Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p><b>Unit 4:</b><br/>Reflect and Share: Write to Sources, T154–T155, T318–T319<br/>Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p> <p><b>Unit 5:</b><br/>Reflect and Share: Write to Sources, T152–T153, T308–T309<br/>How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p> |

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

| Arkansas English Language Arts Standards<br>Grade 2  | myView Literacy<br>Grade 2, ©2020   |
|--|---|
| <b>SL.2 Speaking and Listening</b>   |   |
| Comprehension and Collaboration  |   |
| SL.2.1 Participate in collaborative conversations/discussions with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. | <p><b>Unit 1:</b><br/>Turn, Talk, and Share, T22, T27, T96, T100, T103, T179, T225, T261, T323, T329, T368<br/>Reflect and Share: Talk About It, T70–T71, T222–T223, T364–T365<br/>Respond and Analyze: My View, T56–T57, T132–T133, T208–T209, T276–T277, T350–T351<br/>Collaborate and Discuss, T406–T407</p> <p><b>Unit 2:</b><br/>Turn, Talk, and Share, T22, T27, T33, T100, T102, T111, T170, T183, T252, T256, T265, T338, T341, T406<br/>Reflect and Share: Talk About It, T72–T73, T226–T227, T382–T383<br/>Respond and Analyze: My View, T58–T59, T130–T131, T212–T213, T294–T295, T368–T369<br/>Collaborate and Discuss, T424–T425</p> <p><b>Unit 3:</b><br/>Turn, Talk, and Share, T20, T94, T174, T176, T187, T335, T408<br/>Reflect and Share: Talk About It, T66–T67, T230–T231, T382–T383<br/>Respond and Analyze: My View, T52–T53, T134–T135, T216–T217, T288–T289, T368–T369<br/>Collaborate and Discuss, T424–T425</p> <p><b>Unit 4:</b><br/>Turn, Talk, and Share, T22, T33, T102, T107, T180, T182, T187, T262, T269, T275, T357, T416<br/>Reflect and Share: Talk About It, T74–T75, T236–T237, T392–T393<br/>Respond and Analyze: My View, T60–T61, T140–T141, T222–T223, T304–T305, T378–T379<br/>Collaborate and Discuss, T434–T435</p> <p><b>Unit 5:</b><br/>Turn, Talk, and Share, T22, T27, T98, T180, T182, T256, T261, T341, T408, T414<br/>Reflect and Share: Talk About It, T72–T73, T228–T229, T382–T383<br/>Respond and Analyze: My View, T58–T59, T138–T139, T214–T215, T294–T295, T368–T369<br/>Collaborate and Discuss, T424–T425</p> |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|--|--|
| SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | <p><b>Unit 1:</b><br/>Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327<br/>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329<br/>Reflect and Share, T70–T71, T222–T223, 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, T96, T109, T185, T261, T325<br/>Reflect and Share, T72–T73, T226–T227, 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, T66–T67, T230–T231, 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, T74–T75, T236–T237, T392–T393<br/>Collaborate and Discuss, T434</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, T72–T73, T228–T229, T382–T383</p> |
| SL.2.1.B Build on others' talk in conversations by   | <b>Unit 1:</b>   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
| linking their comments to the remarks of others.  | Turn, Talk, and Share, T33, T96, T109, T185, T261, T329<br><b>Unit 2:</b><br>Turn, Talk, and Share, T33, T96, T109, T185, T261, T325<br><b>Unit 3:</b><br>Turn, Talk, and Share, T187<br><b>Unit 4:</b><br>Turn, Talk, and Share, T193, T275, T357<br>Collaborate and Discuss, T434<br><b>Unit 5:</b><br>Turn, Talk, and Share, T27, T98, T100, T111, T191, T267   |
| SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. | <b>Unit 1:</b><br>Generate Questions, T38, T114, T190<br>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329<br>Reflect and Share, T70–T71, T222–T223, T364–T365<br><b>Unit 2:</b><br>Generate Questions, T188, T270, T352<br>Turn, Talk, and Share, T33, T96, T109, T185, T261, T325<br>Reflect and Share, T72–T73, T226–T227, T382–T383<br>Monitor Understanding, T136, T374<br><b>Unit 3:</b><br>Generate Questions, T38, T110, T192<br>Turn, Talk, and Share, T187<br>Reflect and Share, T66–T67, T230–T231, T382–T383<br>Seek Clarification, T230<br><b>Unit 4:</b><br>Generate Questions, T118, T198<br>Turn, Talk, and Share, T193, T275, T357<br>Reflect and Share, T74–T75, T236–T237, T392–T393<br>Collaborate and Discuss, T434 |
| (Continued)   | (Continued)<br><b>Unit 5:</b>  |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|--|--|
|  | <p>Generate Questions, T38, T196, T272, T352<br/>Turn, Talk, and Share, T27, T98, T100, T111, T191, T267<br/>Reflect and Share, T72–T73, T228–T229, T382–T383<br/>Seek Clarification, T72–T73<br/>Compare Texts, T74, T75</p>  |
| <p>SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.</p>         | <p><b>Unit 1:</b><br/>Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327<br/>Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p><b>Unit 2:</b><br/>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345<br/>Reflect and Share, T72–T73, T226–T227, T382–T383</p> <p><b>Unit 3:</b><br/>Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339<br/>Reflect and Share, T66–T67, T230–T231, T382–T383</p> <p><b>Unit 4:</b><br/>Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355<br/>Reflect and Share, T74–T75, T236–T237, T392–T393<br/>Collaborate and Discuss, T434</p> <p><b>Unit 5:</b><br/>Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345<br/>Reflect and Share, T72–T73, T228–T229, T382–T383</p> |
| <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen</p> | <p><b>Unit 1:</b><br/>Questioning, T111, T117, T129, T131, T142–T143<br/>Listening Comprehension, T30–T31, T106–T107,</p>  |



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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>  | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|--|---|
| understanding of a topic or issue.   | <p>T182–T183, T258–T259, T326–T327<br/>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329<br/>Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p><b>Unit 2:</b><br/>Questioning, T35, T43, T49, T57, T68–T69<br/>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345<br/>Turn, Talk, and Share, T33, T96, T109, T185, T261, T325<br/>Reflect and Share, T72–T73, T226–T227, T382–T383<br/>Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339<br/>Turn, Talk, and Share, T187<br/>Reflect and Share, T66–T67, T230–T231, T382–T383</p> <p><b>Unit 4:</b><br/>Questioning, T35, T43, T49, T54, T57, T70–T71<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, T74–T75, T236–T237, 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, T72–T73, T228–T229, T382–T383</p> |
| Presentation of Knowledge and Ideas  |   |
| SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | <p><b>Unit 1:</b><br/>Retelling, T55, T206<br/>Publish and Celebrate, T383<br/>Project-Based Inquiry: Collaborate and Discuss,</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | <p>T407<br/>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/>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<br/>Celebrate and Reflect: Share, T428</p> |
| <p>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.</p> | <p><b>Unit 1:</b><br/>Conference Support for ELL, T214<br/><b>Unit 2:</b><br/>Develop with Visuals and Multimedia, T164<br/>Conference Support for ELL, T352<br/>Celebrate and Reflect: Celebrate!, T401<br/><b>Unit 3:</b><br/>Explore Audio Recording, T249<br/>Writing Club, T250<br/><b>Unit 4:</b><br/>Celebrate!, T411<br/><b>Unit 5:</b><br/>Conduct Research: Graphics, T422–T423<br/>Collaborate and Discuss, T424–T425<br/>Make a Video or Record Infomercial, T426</p>  |
| <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>  | <p>Students can practice this skill with the following:<br/><b>Unit 1:</b><br/>Oral Language: Simple Sentences, T80-T81<br/>Reading-Writing Bridge, T84<br/>Compound and Complex Sentences, T232, T300<br/>Reflect and Share: Talk About It, T70–T71, T222–</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | <p>T223, T364–T365</p> <p><b>Unit 2:</b><br/>Reflect and Share: Talk About It, T72–T73, T226–T227, T382– T383</p> <p><b>Unit 3:</b><br/>Reflect and Share: Talk About It, T66–T67, T230–T231, T382–T383</p> <p><b>Unit 4:</b><br/>Reflect and Share: Talk About It, T74–T75, T236–T237, T392–T393</p> <p><b>Unit 5:</b><br/>Reflect and Share: Talk About It, T72–T73, T228–T229, T382–T383</p> |
| <b>L.2 Language</b>   |   |
| Conventions of Standard English   |   |
| L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking. | <p><b>Unit 1:</b><br/>Language and Conventions, T80–T81, T156–T157, T199, T232–T233, T300–T301, T374–T375<br/>Writing Workshop, T322, T323, T324, T325, T326, T327, T328</p> <p><b>Unit 2:</b><br/>Language and Conventions, T82–T83, T154–T155,</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2  | myView Literacy<br>Grade 2, ©2020   |
|--|---|
|  | <p>T236–T237, T318–T319, T392–T393<br/>Writing Workshop, T397, T398, T399</p> <p><b>Unit 3:</b><br/>Language and Conventions, T51, T76–T77, T114, T126, T158–T159, T196, T200, T205, T213, T240–T241, T285, T312–T313, T354, T367, T392–T393<br/>Writing Workshop, T319, T320, T321, T322, T398, T399</p> <p><b>Unit 4:</b><br/>Language and Conventions, T84–T85, T164–T165, T246–T247, T328–T329, T402–T403<br/>Writing Workshop, T334, T335, T336, T337, T338, T408, T409</p> <p><b>Unit 5:</b><br/>Language and Conventions, T82–T83, T162–T163, T205, T238–T239, T280, T318–T319, T392–T393<br/>Writing Workshop, T323, T324, T397, T398, T399</p> |
| L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group). | <p><b>Unit 2:</b><br/>Singular and Plural Nouns, T82–T83<br/>Irregular Plural Nouns, T154–T155, T236<br/>Collective Nouns, T392–T393</p> <p><b>Unit 3:</b><br/>Lesson 1: Collective Nouns, T76</p>  |
| L.2.1.C Form and use regular and irregular verbs.  | <p><b>Unit 2:</b><br/>Complete Subjects with Subject-Verb Agreement, T324, T399</p> <p><b>Unit 3:</b><br/>Verbs, T48, T51, T76–T77, T114, T126, T158–T159, T196, T200, T205, T213, T240–T241, T312–T313, T321–T322</p>  |
| L.2.1.D Use reflexive pronouns (e.g., myself, ourselves).  | <p><b>Unit 4:</b><br/>Reflexive Pronouns, T376, T402–T403</p> <p><b>Unit 5:</b><br/>Spiral Review: Reflexive Pronouns, T82</p>  |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
| L.2.1.E Use adjectives and adverbs and choose between them depending on what is modified. Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those). | <p><b>Unit 1:</b><br/>Explore Tools Authors Use (adjectives), T164–T165<br/>Explore Adding Details, T308</p> <p><b>Unit 3:</b><br/>Word Work: Review Comparative Endings, T98–T99<br/>Spell Words with Comparative Endings, T156–T157<br/>Adverbs, T354, T367, T392–T393<br/>Explore Descriptive Adjectives and Articles, T319–T320</p> <p><b>Unit 4:</b><br/>Adjectives and Adverbs, T44, T45, T57, T84–T85, T164–T165, T408<br/>Read Like a Writer, Write for a Reader, T160</p> |
| L.2.1.F Use conjunctions to form compound subjects and predicates.  | <p><b>Unit 1:</b><br/>Compound Sentences, T232–T233, T300</p> <p><b>Unit 4:</b><br/>Compound Subjects and Predicates, T337, T338</p> <p><b>Unit 5:</b><br/>Compound Subjects and Predicates, T318, T319, T392</p>  |
| L.2.1.G Use prepositions correctly.   | <p><b>Unit 2:</b><br/>Prepositions and Prepositional Phrases, T327, T328</p> <p><b>Unit 3:</b><br/>Edit for Prepositions and Prepositional Phrases, T399</p> <p><b>Unit 5:</b><br/>Edit for Prepositions and Prepositional Phrases, T43, T48, T56, T82–T83, T162</p>   |
| L.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon; in the afternoon, the little boy watched the movie.).       | <p><b>Unit 1:</b><br/>Adding Details, T305, T308, T309</p> <p><b>Unit 2:</b><br/>Sentence Lengths, T232–T233</p> <p><b>Unit 3:</b></p>   |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | Sentence Lengths, T212<br><b>Unit 4:</b><br>Explore & Apply Details, T251, T255, T256   |
| L.2.1.K Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters.              | <b>Unit 1:</b><br>Letter Formation & Cursive Letters, T150–T153, T226–T227, T294–T297, T368–T371<br><b>Unit 2:</b><br>Letter Formation & Cursive Letters, T76–T77, T148–T151, T230–T233, T312–T315, T386– T389<br><b>Unit 3:</b><br>Cursive Letters, T70–T73, T152–T155, T234–T237, T306–T309, T386–T389<br><b>Unit 4:</b><br>Letter Formation & Cursive Letters, T78–T81, T158–T161, T240–T243, T322– T325, T396–T399<br><b>Unit 5:</b><br>Letter Formation & Cursive Letters, T76–T79, T156–T159, T232–T235, T312–T315, T386–T389 |
| L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing. | <b>Unit 1:</b><br>Spelling, T78–T79, T154–T155, T230–T231, T298–T299, T372–T373<br>Explore End Punctuation and Apostrophes, T300–T301<br><b>Unit 2:</b><br>Spelling, T80–T81, T152–T153, T234–T235, T316–T317, T390– T381<br>Contractions, T22, T24, T26, T28, T60, T106, T153<br><b>Unit 3:</b><br>Spelling, T74–T75, T156–T157, T238–T239, T310–T311, T390–T391<br><b>Unit 4:</b><br>Spelling, T82–T83, T162–T163, T244–T245, T326–T327, T400–T401<br>Capitalization and Commas, T334   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>                          | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|--|---|
|  | <p>Commas, T426–T427</p> <p><b>Unit 5:</b><br/>Spelling, T80–T81, T160–T161, T180–T185, T236–T237, T316–T317, T390–T391<br/>Edit for Capitalization, T397, T399<br/>Commas, T205, T238–T239<br/>Conventions: Contractions, T162–T163, T238, T426</p>  |
| L.2.2.A Capitalize holidays, product names, and geographic names.                    | <p><b>Unit 4:</b><br/>Capitalization and Commas, T334</p> <p><b>Unit 5:</b><br/>Edit for Capitalization, T397, T399</p>   |
| L.2.2.B Use an apostrophe to form contractions and frequently occurring possessives. | <p><b>Unit 1:</b><br/>Explore End Punctuation and Apostrophes, T306–T307</p> <p><b>Unit 2:</b><br/>Contractions, T22, T24, T26, T28, T60, T106, T153<br/>Spell Words with Contractions, T80–T81<br/>Possessive Nouns, T318–T319, T392</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Author's Craft, T52</p> <p><b>Unit 5:</b><br/>Conventions: Contractions, T162–T163, T238, T426</p> |
| L.2.2.C Use commas in greetings and closings of letters.                             | <p><b>Unit 3:</b><br/>Write a Thank You Note, T426</p> <p><b>Unit 4:</b><br/>Commas in Dates and Letters, T246–T247, T328<br/>Write a Letter, T436</p>  |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   |   |
| <p>L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). Consult reference materials, including beginning dictionaries as needed to check and correct spellings. Reference spelling patterns chart to clarify types of spelling patterns.</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<br/>Use Resources to Spell Words, T374, T375<br/>How to Use a Glossary, T430–T431</p> <p><b>Unit 2:</b><br/>Inflected Endings, T28–T29<br/>Spiral Review: Use Resources to Spell Words, T82<br/>Develop Vocabulary, T130, T368<br/>Glossary, T136, T367<br/>Informational Text, T346<br/>Compound Words, T408–T409, T414–T417<br/>How to Use a Glossary, T448–T449</p> <p><b>Unit 3:</b><br/>Comparative Endings, T94–T99<br/>Develop Vocabulary, T288<br/>Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260</p> |



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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | <p>Phonics: Decode and Write Words with r-<br/>Controlled Vowels: er, ir, ur, T178<br/>Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>,<br/>T408, T414, T416<br/>How to Use a Glossary, T448–T449</p> <p><b>Unit 4:</b><br/>Closed Syllables VC/V, T22–T27<br/>V/CV, T102–T107<br/>Open Syllables V/CV, T102, T104, T106, T142<br/>Prefixes, T264–T269<br/>Syllable Pattern VCCV, T346, T348, T350, T380,<br/>T426<br/>VCCV, T346–T351, T426–T427<br/>How to Use a Glossary, T458–T459</p> <p><b>Unit 5:</b><br/>Syllable Pattern VCCCV, T256–T261<br/>Dictionary/Glossary, T392<br/>Final Stable Syllables -le, -tion, -sion, T408–T411,<br/>T414–T415<br/>How to Use a Glossary, T448–T449</p>  |
| Knowledge of Language   |   |
| L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening. | <p><b>Unit 1:</b><br/>Language and Conventions, T80–T81, T156–T157,<br/>T199, T232–T233, T300–T301, T374–T375<br/>Writing Workshop, T322, T323, T324, T325, T326,<br/>T327, T328</p> <p><b>Unit 2:</b><br/>Language and Conventions, T82–T83, T154–T155,<br/>T236–T237, T318–T319, T392–T393<br/>Writing Workshop, T397, T398, T399</p> <p><b>Unit 3:</b><br/>Language and Conventions, T51, T76–T77, T114,<br/>T126, T158–T159, T196, T200, T205, T213, T240–<br/>T241, T285, T312–T313, T354, T367, T392–T393<br/>Writing Workshop, T319, T320, T321, T322, T398,<br/>T399</p> <p><b>Unit 4:</b><br/>Language and Conventions, T84–T85, T164–T165,<br/>T246–T247, T328–T329, T402–T403<br/>Writing Workshop, T334, T335, T336, T337, T338,<br/>T408, T409</p> <p><b>Unit 5:</b></p> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020   |
|---|---|
|   | Language and Conventions, T82–T83, T162–T163,<br>T205, T238–T239, T280, T318–T319, T392–T393<br>Writing Workshop, T323, T324, T397, T398, T399  |
| Vocabulary Acquisition and Use  |   |
| L.2.4 Determine 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. | <p><b>Unit 1:</b><br/>                     Develop Vocabulary, T34, T56–T57, T110, T132–T133, T186, T208–T209, T262, T276–T277, T330, T350–T351<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/>                     Develop Vocabulary, T34, T58–T59, T112, T130–T131, T184, T212–T213, T266, T294–T295, T348, T368–T369<br/>                     Close Read: Vocabulary in Context, T47, T170, T189<br/>                     Context Clues, T190, T195, T201, T212–T213, T230, T231</p> <p><b>Unit 3:</b><br/>                     Develop Vocabulary, T34, T52, T106, T134–T135, T188, T216–T217, T270, T288–T289, T342, T368–T369<br/>                     Vocabulary in Context, T118, T279, T358, T364<br/>                     Context Clues, T197, T204, T220, T234</p> <p><b>Unit 4:</b><br/>                     Develop Vocabulary, T34, T60–T61, T114, T140–T141, T194, T222–T223, T276, T304–T305, T358, T378–T379</p> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | Vocabulary in Context, T47, T123, T271, T345, T374<br>Context Clues, T200, T211, T215, T219, T222, T240<br><b>Unit 5:</b><br>Develop Vocabulary, T34, T58–T59, T112, T138–T139, T192, T214–T215, T268, T294–T295, T348, T368–T369<br>Vocabulary in Context, T51, T263, T287, T366<br>Context Clues, T199, T203, T207, T209, T214, T232   |
| L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.  | This standard is met throughout the program. See the following representative citations:<br><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<br><b>Unit 2:</b><br>Close Read: Vocabulary in Context, T47, T170, T189<br>Context Clues, T190, T195, T201, T212–T213, T230, T231<br>Develop Vocabulary, T294, T368<br><b>Unit 3:</b><br>Vocabulary in Context, T118, 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, T47, T123, T271, T345, T374<br>Context Clues, T200, T211, T215, T219, T222, T240<br><b>Unit 5:</b><br>Vocabulary in Context, T51, T263, T287, T366<br>Context Clues, T199, T203, T207, T209, T214, T232 |
| L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | <b>Unit 4:</b><br>Decode Words with Prefixes, T264–T269, T297<br>Words with Prefixes, T306<br>Build Words with Letter Tiles, T307<br>Prefixes, T326–T327   |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>  |
|---|--|
|   | <b>Unit 5:</b><br>Word Parts, T276, T312   |
| L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  | For supporting content please see:<br><b>Unit 1:</b><br>Base Words, T43<br>Inflected Endings, T320-T321, T372-T373<br><b>Unit 2:</b><br>Related Words, T76<br><b>Unit 3:</b><br>Base Words and Comparative Endings, T94, T156-T157, T282   |
| L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | <b>Unit 1:</b><br>Develop Vocabulary, T56-T57<br><b>Unit 2:</b><br>Compound Words, T408-T409, T410, T411, T412, T413, T414-T417<br><b>Unit 3:</b><br>Compound Words, T416-T417   |
| L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.   | <b>Unit 1:</b><br>Synonyms, T119, T150-T151<br>Develop Vocabulary, T56, T132, T208, T276, T350<br>Figurative Language, T52, T121, T123, T130, T270,<br><b>Unit 2:</b><br>Develop Vocabulary, T58, T130, T212, T294, T368<br>Figurative Language, T50<br><b>Unit 3:</b><br>Synonyms, T125, T128, T131, T152-T153<br>Develop Vocabulary, T134, T216, T288, T368<br><b>Similes, T113</b><br>Figurative Language, T120<br><b>Unit 4:</b><br>Synonyms, T134<br>Develop Vocabulary, T60, T140, T304, T378<br>Comparative and Superlative Adjectives, T246-T247<br>Figurative Language, T125, T128, T130, T131, T136, T284, T287, T290<br><b>Unit 5:</b><br>Synonyms, T124, T132, T135, T156-T157<br>Develop Vocabulary, T58, T138, T214, T294, T368<br>Figurative Language, T284, T290 |

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

| <b>Arkansas English Language Arts Standards<br/>Grade 2</b>   | <b>myView Literacy<br/>Grade 2, ©2020</b>   |
|---|---|
|   |   |
| L.2.5.A Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic. | For opportunities to address this standard please see:<br><b>Unit 1:</b><br>Spiral Review, T80<br>Intervention, T401<br><b>Unit 2:</b><br>Writing Support, T616<br><b>Unit 3:</b><br>Visual Support, T21, T93, T257<br>Sorting Words, T417<br><b>Unit 4:</b><br>Develop Vocabulary, T192<br>Sorting Words, T427   |
| L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  | <b>Unit 1:</b><br>Synonyms, T119, T150–T151<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>Comparative and Superlative Adjectives, T246–T247<br><b>Unit 5:</b><br>Synonyms, T124, T132, T135, T156–T157   |
| L.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  | This standard is met throughout the program. See the following representative citations:<br><b>Unit 1:</b><br>Develop Vocabulary, T56, T132, T208, T276, T350<br><b>Unit 2:</b><br>Develop Vocabulary, T58, T130, T212, T294, T368<br><b>Unit 3:</b><br>Develop Vocabulary, T134, T216, T288, T368<br><b>Unit 4:</b><br>Develop Vocabulary, T60, T140, T304, T378<br><b>Unit 5:</b> |

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

| Arkansas English Language Arts Standards<br>Grade 2   | myView Literacy<br>Grade 2, ©2020  |
|---|--|
|   | Develop Vocabulary, T58, T138, T214, T294, T368  |
| L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | <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<br/>Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327</p> <p><b>Unit 2:</b><br/>Academic Vocabulary, T20, T170, T355, T357, T359, T365, T418<br/>Develop Vocabulary, T58, T130, T212, T294, T368<br/>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345</p> <p><b>Unit 3:</b><br/>Develop Vocabulary, T134, T216, T288, T368<br/>Academic Vocabulary, T49, T70, T349, T359, T418<br/>Adverbs, T367, T392–T393<br/>Explore Descriptive Adjectives and Articles, T319<br/>Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339</p> <p><b>Unit 4:</b><br/>Academic Vocabulary, T134, T368, T373, T428<br/>Develop Vocabulary, T60, T140, T304, T378<br/>Adjectives, T44, T57, T84–T85, T164–T165<br/>Adverbs, T44, T57, T84–T85<br/>Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355</p> <p><b>Unit 5:</b><br/>Academic Words, T64, T144, T220, T300, T378<br/>Develop Vocabulary, T58, T138, T214, T294, T368<br/>Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345</p> |