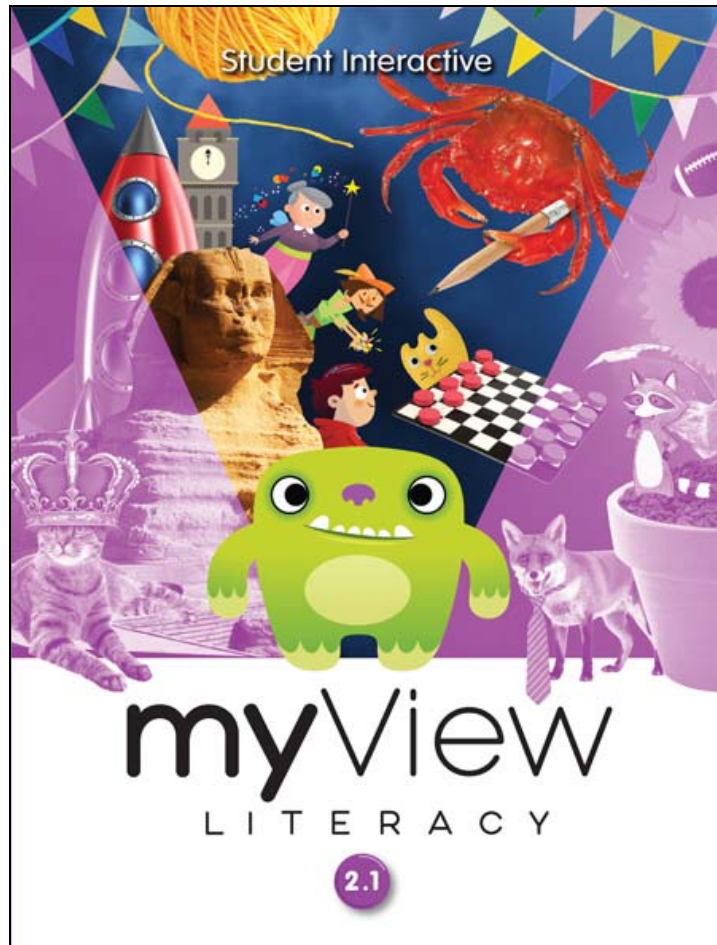


**A Correlation of**



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**To the**

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**English Language Arts Standards**

**Grade 2**

**SAVVAS**

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

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Arizona English Language Art 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.

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<b>2.RL Reading Standards for Literature</b>	
Key Ideas and Details	
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><b>Unit 1:</b> Realistic Fiction, T30 First Read: Ask, T42</p> <p><b>Unit 2:</b> First Read: Ask, T193 First Read: Ask, T196 First Read: Read, T208 First Read: Read, T211 My View, T212 Check for Understanding, T213 First Read: Ask, T275 First Read: Ask, T277 First Read: Ask, T280 First Read: Ask, T284 First Read: Ask, T286 First Read: Ask, T290 Close Read: Determine Key Ideas, T355 Close Read: Determine Key Ideas, T366</p> <p><b>Unit 3:</b> First Read: Ask, T41 First Read: Ask, T46 First Read: Read, T49 First Read: Ask, T50 First Read: Talk, T360</p> <p><b>Unit 4:</b> Close Read: Ask and Answer Questions, T49 Close Read: Ask and Answer Questions, T57 Reread A Place to Play, T189 Realistic Fiction, T190 Read, T198 Close Read: Create New Understandings, T216 Close Read: Understand Persuasive Text, T372</p> <p><b>Unit 5:</b> Read the Best Place, T29 Reread Lizard's Move, T263 First Read: Ask, T290 First Read: Ask, T291</p>
2.RL.2 Recount stories, including fables and	<b>Unit 2:</b>

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<p>folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>First Read: Talk, T279            First Read: Read, T285            First Read: Read, T289            First Read: Talk, T293  <b>Unit 3:</b>            Explore the Infographic, T20            Traditional Tales: Fables, T30            Wrap-Up: Interactive, T31            Minilesson: Traditional Tales: Fables, T32            Identify Fables, T34            Strategy Group: Identify Fables, T36            Whole Group, T37            Cross-Curricular Perspectives: Social Studies, T40            Traditional Tales: Legend, T102            Identify Legends, T106            First Read: Talk, T133            Identify Folktales, T188  <b>Unit 4:</b>            Read, T198            First Read: Talk, T203            First Read: Read, T209            First Read: Talk, T213            First Read: Read, T221            Minilesson: Determine Theme, T228            Strategy Group: Determine Theme, T230  <b>Unit 5:</b>            Reread A Small Tree In A Big Wind, T187</p>
<p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p>	<p><b>Unit 1:</b>            Describe and Understand Characters, T110</p>

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	Miniesson: Character Traits, T138 Close Read: Describe and Understand Plot Elements, T347 Close Read: Describe and Understand Plot Elements, T349 Describe and Understand Plot Elements, T356-T357 <b>Unit 2:</b> Describe and Understand Characters, T266 Close Read: Describe and Understand Characters, T281 Describe and Understand Characters, T300-T301 <b>Unit 3:</b> Strategy Group: Identify Fables, T36 First Read: Talk, T215
Craft and Structure	
2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.	<b>Unit 1:</b> Miniesson: Poetry, T260 <b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T290 <b>Unit 3:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T194 Possible Teaching Point: Read Like a Writer: Author's Craft, T197 Miniesson: Explore Alliteration, T247 Share Back, T248 <b>Unit 4:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T47 Possible Teaching Point: Read Like a Writer: Author's Craft, T54 Possible Teaching Point: Read Like a Writer: Author's Craft, T208 Read Like a Writer, Write for a Reader, T324-T325 <b>Unit 5:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Miniesson
2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	<b>Unit 1:</b> Miniesson: Explore the Structure of Fiction, T238 Miniesson: Describe and Understand Plot Elements, T356

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	<p><b>Unit 3:</b> Minilesson: Story Structure, T154</p> <p><b>Unit 4:</b> Minilesson: Sequence of Events, T252 Minilesson: Explore Conclusion, T253</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><b>Unit 1:</b> Fluency, T30 Possible Teaching Point: Read Like A Writer: Author's Craft, T338</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T274 Possible Teaching Point: Read Like a Writer: Author's Craft, T291 Check for Understanding, T295 Minilesson: Dialogue, T314 Writing Workshop, T315</p> <p><b>Unit 3:</b> Close Read: Determine Key Ideas, T41</p> <p><b>Unit 5:</b> Close Read: Fluency, T213</p>
Integration of Knowledge and Ideas	
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><b>Unit 1:</b> Close Read: Describe and Understand Setting, T41 First Read: Look, T41 First Read: Ask, T44</p>

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<p align="center"><b>Arizona English Language Arts Standards Grade 2</b></p>	<p align="center"><b>myView Literacy ©2020 Grade 2</b></p>
	<p>Close Read: Describe and Understand Setting, T45            Close Read: Use Text Evidence, T46            First Read: Look, T49            First Read: Look, T51            Close Read: Describe and Understand Setting, T51            First Read: Look, T53            Minilesson: Setting, T62            Strategy Group: Describe and Understand Setting, T64            Close Read: Describe and Understand Plot Elements, T337            Minilesson: Describe and Understand Plot Elements, T356  <b>Unit 2:</b>            First Read: Read, T198  <b>Unit 3:</b>            First Read: Look, T48  <b>Unit 5:</b>            Close Read: Identify Elements of Drama, T198</p>
<p>2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.</p>	<p><b>Unit 3</b>            Read and Compare, T206-T207            Compare and Contrast Stories, T222-T223            Reflect and Share, T230-T231</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</p>	<p>This standard is met throughout the program. See the following representative citations:  <b>Unit 1:</b>            Matching Texts to Learning (Leveled Readers) T38-T39            Read, T114-T131            Matching Texts to Learning (Leveled Readers) T262-T263</p>



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	<p>Read, T266-T275</p> <p><b>Unit 2:</b> Matching Texts to Learning (Leveled Readers) T184-T185 Read, T188-T211 Check for Understanding, T213 Matching Texts to Learning (Leveled Readers) T266-T267 Read, T270-T293</p> <p><b>Unit 3:</b> Matching Texts to Learning (Leveled Readers) T34-T35 Matching Texts to Learning (Leveled Readers) T106-T107 Read, T110-TT133 Matching Texts to Learning (Leveled Readers) T188-T189</p> <p><b>Unit 4:</b> Matching Texts to Learning (Leveled Readers) T194-T195 Read, T198-T221 Close Read: Create New Understandings, T216</p> <p><b>Unit 5:</b> Matching Texts to Learning (Leveled Readers) T192-T193 Read, T196-T213 Matching Texts to Learning (Leveled Readers) T268-T269 Read, T272-T293</p>
<p><b>2.RI Reading Standards for Informational Text</b></p>	
<p>Key Ideas and Details</p>	
<p>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>	<p><b>Unit 2:</b> Close Read: Ask and Answer Questions, T43 First Read: Ask, T44 First Read: Look, T45 First Read: Read, T46 First Read: Look, T48 Close Read: Ask and Answer Questions, T49 First Read: Ask, T50</p>

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	<p>First Read: Look, T51            First Read: Look, T52            Close Read: Ask and Answer Questions, T57            First Read: Talk, T57            My View, T58            Minilesson: Generate Questions, T68            Strategy Group: Ask and Answer Questions, T70            Whole Group, T71            First Read: Ask, T120            Check for Understanding, T213  <b>Unit 3:</b>            First Read: Ask, T280            First Read: Ask, T284  <b>Unit 4:</b>            Close Read: Ask and Answer Questions, T49            Close Read: Ask and Answer Questions, T57            Realistic Fiction, T190            Read, T198            Close Read: Create New Understandings, T216            Read, T280            Close Read: Understand Persuasive Text, T372  <b>Unit 5:</b>            First Read: Ask, T45            First Read: Ask, T49            First Read: Ask, T53            First Read: Ask, T56            First Read: Ask, T136            My View, T138            First Read: Ask, T274</p>
<p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Unit 1:</b>            Identify Main Idea, T186            First Read: Talk, T197            First Read: Look, T203            Minilesson: Identify Main Idea, T214-T215  <b>Unit 2:</b>            Topic and Main Idea, T160  <b>Unit 3:</b>            Close Read: Discuss Author's Purpose, T286  <b>Unit 4:</b>            Wrap-Up, T111</p>

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	Close Read: Understand Persuasive Text, T364 <b>Unit 5:</b> Minilesson: Describe Connections, T64 Minilesson: Informational Text, T346 Close Read: Identify Main Idea, T367
2.RI.3 With prompting and support, 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> Cross-Curricular Perspectives: Science, T120 <b>Unit 3:</b> Procedural Text, T338 Minilesson: Multimodal Text, T340 <b>Unit 5:</b> Genre Immersion Lesson, T88 Minilesson: Generate Ideas, T91
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.	This standard is taught throughout the myView program. For representative pages, please see the following: <b>Unit 1:</b> Introduce the Text: Preview Vocabulary, T190 Minilesson: Develop Vocabulary, T208 <b>Unit 2:</b> Academic Vocabulary, T14-T15 Minilesson: Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352 <b>Unit 3:</b>

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	<p>Introduce the Text: Preview Vocabulary, T274-T275</p> <p><b>Unit 4:</b>                      Minilesson: Develop Vocabulary, T60                      Minilesson: Develop Vocabulary, T140                      Minilesson: Develop Vocabulary, T304                      Minilesson: Develop Vocabulary, T378</p> <p><b>Unit 5:</b>                      Close Read: Vocabulary in Context, T53                      Close Read: Vocabulary in Context, T55                      Minilesson: Develop Vocabulary, T58                      Close Read: Vocabulary in Context, T136                      Close Read: Vocabulary in Context, T358                      Close Read: Vocabulary in Context, T366</p>
<p>2.RI.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.</p>	<p><b>Unit 2:</b>                      First Read: Look, T126                      Close Read: Text Features, T126                      Minilesson: Text Features, T136                      Minilesson: Explore Text Features, T245                      Minilesson: Use Text Features, T374                      Whole Group, T377                      Strategy Group: Determine Key Ideas, T380</p> <p><b>Unit 3:</b>                      Possible Teaching Point: Read Like A Writer: Author's Craft, T283                      Minilesson: Text Structure, T308                      Close Read: Understand Text Features, T349                      Minilesson: Understand Text Features, T374</p>

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	<p>Minilesson: Organizing Information, T388</p> <p><b>Unit 4:</b></p> <p>Close Read: Use Text Features, T121            Close Read: Use Text Features, T128            Close Read: Use Text Features, T133            Close Read: Use Text Features, T135            Close Read: Use Text Features, T136            Minilesson: Use Text Features, T146            Strategy Group: Use Text Features, T148            First Read: Look, T365            First Read: Look, T367            First Read: Look, T368            First Read: Ask, T370            First Read: Look, T372            First Read: Read, T373            First Read: Look, T377</p> <p><b>Unit 5:</b></p> <p>First Read: Look, T52</p>
<p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>Unit 1:</b></p> <p>Read Like a Writer, T46</p> <p><b>Unit 2:</b></p> <p>Read Like a Writer: Author's Craft, T121</p> <p><b>Unit 3:</b></p> <p>Minilesson: Author's Purpose, T294</p> <p><b>Unit 4:</b></p> <p>Minilesson: Understand Persuasive Text, T384</p> <p><b>Unit 5:</b></p> <p>How Graphic Features Support Purpose, T78-T79</p>
<p>Integration of Knowledge and Ideas</p>	
<p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Unit 1:</b></p> <p>Interact with Sources: Explore the Diagram, T172-T173            Interact with Sources: Explore the Infographics, T316-T317</p> <p><b>Unit 2:</b></p> <p>Minilesson: Informational Text, T346            Possible Teaching Point: Read Like A Writer: Author's Craft, T356            Minilesson: Use Text Features, T374            Minilesson: How Graphic Features, T388</p> <p><b>Unit 3:</b></p> <p>Explore the Infographic, T92            Possible Teaching Point: Read Like A Writer:</p>

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	Author's Craft, T284 <b>Unit 4:</b> First Read: Ask, T42 First Read: Look, T44 First Read: Ask, T121 First Read: Look, T291 Minilesson: Monitor Comprehension, T388 <b>Unit 5:</b> Interact with Sources: Explore the Infographics, T98-T99 Interact with Sources: Explore the Infographics, T254-T255 Minilesson: Monitor Comprehension, T388
2.RI.8 Describe how reasons support specific points the author makes in a text.	<b>Unit 2:</b> Minilesson: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420 <b>Unit 3:</b> Minilesson: Author's Purpose, T72 Minilesson: Word Choice, T236 Explore Opinion Writing, T420 <b>Unit 4:</b> Persuasive Text, T354 Close Read: Understand Persuasive Text, T368 Close Read: Understand Persuasive Text, T372
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	<b>Unit 1:</b> Strategy Group: Compare Texts, T72 Whole Group, T73 <b>Unit 2:</b> Strategy Group: Compare Texts, T74 Whole Group, T75 <b>Unit 3:</b> Minilesson: Compare and Contrast Stories, T222 <b>Unit 4:</b> Strategy Group: Compare Texts, T76 Strategy Group: Compare Texts, T156 Strategy Group: Compare Texts, T320 Compare Across Texts, T416 <b>Unit 5:</b> Strategy Group: Compare Texts, T74 Close Read: Compare and Contrast Texts, T118

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	<p>Close Read: Compare and Contrast Texts, T123            Close Read: Compare and Contrast Texts, T130            Minilesson: Compare and Contrast Texts, T144            Strategy Group: Compare and Contrast TEXTS, T146            Strategy Group: Compare Texts, T154            Strategy Group: Compare Texts, T384</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the following:  <b>Unit 1:</b>            Reading Workshop: Matching Texts to Learning T186-T187            Read, T190-T207  <b>Unit 2:</b>            Reading Workshop: Matching Texts to Learning T34-T35            Read, T38-T57            Reading Workshop: Matching Texts to Learning T112-T113            Read, T116-TT129  <b>Unit 3:</b>            Cross-Curricular Perspectives: Social Studies, T122            Cross-Curricular Perspectives: Social Studies, T129</p>

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	<p>Reading Workshop: Matching Texts to Learning T270-T271 Read, T274-TT287 Reading Workshop: Matching Texts to Learning T342-T343 <b>Unit 4:</b> Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T59 Reading Workshop: Matching Texts to Learning T276-T277 Read, T280-T303 <b>Unit 5:</b> Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T57 Identify Reading Workshop: Matching Texts to Learning T112-T113 Read, T116-T137</p>
<p><b>2.RF Reading Standards: Foundational Skills</b></p>	
<p>Phonics and Word Recognition</p>	
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p>	
<p>2.RF.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b>Unit 1:</b> Phonological Awareness: Long and Short Vowels, T22 Phonics: Long and Short Vowels, T22 ELL Targeted Support: Long and Short Vowels, T23 Minilesson: Phonics: Decode Words with Short Vowels, T24 Minilesson: Phonics: Review Long and Short Vowels, T28 Foundational Skills Extension: Long and Short Vowels, T53 Strategy Group: Decode Words with Short Vowels, T58 Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Long Vowels, T98 ELL Targeted Support: Long Vowels, T99</p>



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	<p>Strategy Group: Decode Words with Long Vowels: CVCE, T134</p> <p><b>Unit 2:</b> Phonics: Words with Long o: o, oa, ow, T336 ELL Targeted Support: Changing Phonemes, T337 Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i: l, ie, i_e, igh, y, T22 ELL Targeted Support, Vowel Patterns, T24 Minilesson: Phonics: Review Long i: l, ie, i_e, igh, y, T26 Read Rabbit's Kite, T28 Word Work Strategy Group: Decode words with Long i spelled, ie, i_e, igh, y, T54</p>
<p>2.RF.3.b Know spelling-sound correspondences for additional common vowel teams.</p>	<p><b>Unit 2:</b> Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102 Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104 Minilesson: Phonics: Write Words with Vowel Digraph ie, T174 Minilesson: Phonics: Decode and Write Words with Long e, T256 Minilesson: Phonics: Long e: ee, ea, ey, y, T258 Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338 Minilesson: Phonics: Long o: o, oa, ow, T340</p> <p><b>Unit 3:</b> Lessons 2-3: Spell Words with ou, ow, oi, oy, T310-T311 Lessons 1, 5: Spell Words with ou, ow, oi, oy and High Frequency Words took, often, T310-T311 Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330 Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332 Word Work Activity: Build Words with Letter Tiles, T371 Lessons 1-3, 5: Spell Words with Vowel Teams oo,</p>

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	<p>ue, ew, ui, T390-T391 Lesson 4: Spell Words with ou, ow, oi, oy, T391 <b>Unit 4:</b> Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83 <b>Unit 5:</b> Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182</p>
<p>2.RF.3.c Identify and apply all six syllable types to decode appropriate grade-level text.</p>	<p><b>Unit 1:</b> Lessons 2-3: Spell Words with Long Vowels CVCe, T154-T155 Lessons 1, 5: Spell Words with Long Vowels CVCe And High Frequency Words Long, Called, T154-T155 Lesson 4: Spell Long Vowel Words with CVCe Pattern, T231 Minilesson: Phonics: Decode and Spell Words With r-Controlled Vowels, T390 Lessons 1-5: Assess Prior Knowledge, T392-T393 Word Work Activity: Build Words with Letter Tiles, T395 Minilesson: Phonics: r-Controlled Vowels Ar, Or, Ore, Oar, T396 Phonics: Review r-Controlled Vowels, T398-T399 <b>Unit 2:</b> Lessons 1-3, 5: Spell Words with ie, T234-T235 <b>Unit 3:</b> Minilesson: Phonics: Decode and Write Words with Long i: l, ie, i_e, igh, y, T24 Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 Word Work Activity: Build Words with Letter Tiles, T219 Lessons 1-3, 5: Spell Words with R Controlled</p>

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<p>(Continued)</p>	<p>Vowels Er, Ir, Ur, T238-T239            Lessons 2-3: Spell Words with ou, ow, oi, oy, T310-T311            Lessons 1, 5: Spell Words with ou, ow, oi, oy and High Frequency Words took, often, T310-T311            Lesson 4: Spell Words with r Controlled vowels er, ir, ur, T311            Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330            Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332            Word Work Activity: Build Words with Letter Tiles, T371            Lessons 1-3, 5: Spell Words with Vowel Teams oo, ue, ew, ui, T390-T391            Lesson 4: Spell Words with ou, ow, oi, oy, T391</p> <p>(Continued)</p> <p><b>Unit 4:</b>            Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83            Minilesson: Phonics: Decode Words with Syllable Pattern VCCV, T346            Minilesson: Phonics: Decode and Write Words with Syllable Pattern VCCV, T348            Phonics: Syllable Pattern VCCV, T350            Read Kent's Idea, T352            Reread Kent's Idea, T353            Word Work Strategy Group: Syllable Pattern VCCV, T380            Word Work Activity: Build Words with Letter Tiles, T381            Decodable Reader, T381            Minilesson: Phonics: Spiral Review: Words with Syllable Pattern VCCV, T426</p> <p><b>Unit 5:</b>            Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182            Minilesson: Phonics: Decode Syllable Pattern VCcvc, T256            Minilesson: Phonics: Decode and Write Words With Syllable Pattern VCcvc, T258            Phonics: Review Syllable Pattern VCcvc, T260            Read Lizard's Move, T262</p>

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	<p>Reread Lizard's Move, T263 Decodable Reader, T297 Word Word Activities: Build Words with Letter Tiles, T297</p>
<p>2.RF.3.d Decode words with common prefixes and suffixes.</p>	<p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Word Parts, T281 <b>Unit 4:</b> Minilesson: Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or, T182 Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184 Phonics: Suffixes -ly, -ful, -er, -less, -or, T186 Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264 Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266 Phonics: Prefixes un-, re-, pre-, dis-, T268</p>
<p>2.RF.3.e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258 Minilesson: Phonics: Decode /s/ Spelled c; /j/ Spelled g or dge, T408 Phonics: Write /s/ Spelled c; /j/ Spelled g or dge, T408 Word Work Strategy Group: /s/ Spelled c; /j/ Spelled g, dge, T412 Phonics: /s/ Spelled; /j/ Spelled g, dge, T414 Phonics: Review Words with /s/ Spelled c; /j/ Spelled g, dge, T416 <b>Unit 5:</b></p>

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	<p>Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180 ELL Targeted Support: Spelling Patterns, T181 Minilesson: Phonics: Decode and Write Words with aw, au, augh, al, T182 Phonics: Review Words with Vowel Sound Spelled au, aw, augh, al, T184</p>
2.RF.3.f Recognize and read grade-appropriate irregularly spelled words.	<p><b>Unit 2:</b> Language &amp; Conventions: Lesson 2-5: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236</p> <p><b>Unit 3:</b> Possible Teaching Point: Language &amp; Conventions, T126 Possible Teaching Point: Language &amp; Conventions, T200 Possible Teaching Point: Language &amp; Conventions, 205 Possible Teaching Point: Language &amp; Conventions, 213 Lessons 2-5: Irregular Verbs, T240-T241</p> <p><b>Unit 5:</b> Minilesson: Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180 Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182 Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184 Read A Small Tree in A Big Wind, T186 Reread A Small Tree in A Big Wind, T187</p>
Fluency	
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
2.RF.4.a Read on-level text with purpose and understanding.	<p><b>Unit 1:</b> Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35</p>

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<p>(Continued)</p>	<p>Read, T38-T55            Matching Texts to Learning: Guided Reading            Instruction Prompts, T186-T187            Read, T190-T207            First Read: Read, T192, T198            First Read: Talk, T204</p> <p>(Continued)</p> <p><b>Unit 2:</b>            Matching Texts to Learning: Guided Reading            Instruction Prompts, T112-T113            Read, T116-T129            First Read: Read, T190            First Read: Read, T199            Matching Texts to Learning: Guided Reading            Instruction Prompts, T266-T267            Read, T270-T293</p> <p><b>Unit 3:</b>            Matching Texts to Learning: Guided Reading            Instruction Prompts, T106-T107            Read, T110-T133            Minilesson: Folktales, T186            Matching Texts to Learning: Guided Reading            Instruction Prompts, T270-T271            Read, T274-T287</p> <p><b>Unit 4:</b>            Matching Texts to Learning: Guided Reading            Instruction Prompts, T114-T115            Read, T118-T139            Matching Texts to Learning: Guided Reading            Instruction Prompts, T276-T277            Read, T280-T303            First Read: Read, T282, T286            Read, T362</p> <p><b>Unit 5:</b>            Matching Texts to Learning: Guided Reading            Instruction Prompts, T34-T35</p>

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	<p>Read, T37-T57 Matching Texts to Learning: Guided Reading Instruction Prompts, T348-T349 Read, T352-T367</p>
<p>2.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit 1:</b> Fluency, T30 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T68 Fluency, T108 Fluency: Rate/Oral Reading Rate and Accuracy, T136 Fluency: Accuracy/Oral Reading Rate and Accuracy, T220 <b>Unit 2:</b> Fluency, T108 Fluency: Rate/Oral Reading Rate and Accuracy, T134 Fluency, T180 Fluency: Accuracy/Oral Reading Rate and Accuracy, T214 Fluency: Accuracy/Oral Reading Rate and Accuracy, T224 Fluency, T262 <b>Unit 3:</b> Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, 146 Fluency: Rate/Oral Reading Rate and Accuracy, T220 Fluency: Rate/Oral Reading Rate and Accuracy, T372 Fluency: Prosody/Oral Reading Rate and Accuracy,</p>

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<p>(Continued)</p>	<p>T412  <b>Unit 4:</b>            Fluency, T110            Fluency: Rate/Oral Reading Rate and Accuracy, T152            Fluency: Accuracy/Oral Reading Rate and Accuracy, T234            Fluency, T354            Fluency: Accuracy/Oral Reading Rate and Accuracy, T386            Fluency: Accuracy/Oral Reading Rate and Accuracy, T390            (Continued)  <b>Unit 5:</b>            Fluency, T29            Fluency, T108            Fluency: Prosody/Oral Reading Rate and Accuracy, T150            Fluency, T188            Fluency: Rate/Oral Reading Rate and Accuracy, T218            Fluency, T264            Fluency: Prosody/Oral Reading Rate and Accuracy, T302            Fluency, T344            Close Read: Fluency, T367</p>
<p>2.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Unit 1:</b>            Academic Vocabulary: Context Clues, T200            Minilesson: Context Clues, T226            Minilesson: Oral Language, T368  <b>Unit 2:</b>            Close Read: Vocabulary in Context, T120            Minilesson: Context Clues, T230  <b>Unit 3:</b>            Read the Story, T264            Close Read: Vocabulary in Context, T358  <b>Unit 4:</b>            Close Read: Vocabulary in Context, T47            Close Read: Vocabulary in Context, T123            Strategy Group: Develop Vocabulary, T144            Possible Teaching Point: Academic Vocabulary: Context Clues, T200            Minilesson: Context Clues, T240</p>



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	Close Read: Vocabulary in Context, T374 <b>Unit 5:</b> Close Read: Vocabulary in Context, T53 Close Read: Vocabulary in Context, T136 Possible Teaching Point: Academic Vocabulary: Context Clues, T203 Possible Teaching Point: Academic Vocabulary: Context Clues, T209 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Minilesson: Context Clues, T232
<b>2.W Writing Standards</b>	
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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>Unit 1:</b> Next Steps, T407 Next Steps, T409 <b>Unit 3:</b> Explore and Plan: Explore Opinion Writing, T420- T421 Student Interactive: Here's What I Think, T421 Next Steps, T425
2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>Unit 1:</b> Quick Write, T20 <b>Unit 2:</b> ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403 Create Poster with Media, T426 <b>Unit 3:</b> Whole Group, T273 <b>Unit 5:</b> Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400 Assessment, T402
2.W.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> Independent Writing, T401 Minilesson: Publish and Celebrate, T401 <b>Unit 4:</b> Minilesson: Explore Problem and Resolution, T173

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	Minilesson: Apply Problem and Resolution, T174 Minilesson: Sequence of Events, T252 Independent Writing, T252 Writing Support, T252 Minilesson: Explore Conclusion, T253 Minilesson: Apply Conclusion, T254 Minilesson: Explore Details, T255 Minilesson: Apply Details, T256
Production and Distribution of Writing	
2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	<b>Unit 2:</b> Quick Write, T98 <b>Unit 4:</b> Minilesson: Sequence of Events, T252 Independent Writing, T252
2.W.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> Writing Support, T380 Minilesson: Peer Edit, T380 Share Back, T380 Independent Writing, T380 Minilesson: Incorporate Feedback, T381 Writing Support, T381 Independent Writing, T381 Writing Support, T382 <b>Unit 2:</b> Steps to Writing Independently, T321 Writing Support, T401 <b>Unit 3:</b> Minilesson: Revise Drafts by Rearranging Words, T318 Minilesson: Edit for Nouns, T398 Minilesson: Edit for Prepositions and Prepositional Phrases, T399 <b>Unit 4:</b> Minilesson: Edit for Adjectives and Adverbs, T408 Minilesson: Edit for Spelling, T409 Revise and Edit, T436 Peer Review, T436 <b>Unit 5:</b> Independent Writing, T401 Revise and Edit, T426

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2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p><b>Unit 1:</b> Writing Club, T242 Minilesson: Digital Tools Authors Use, T242 Writing Support, T242 Share Back, T242</p> <p><b>Unit 2:</b> Minilesson: Celebrate, T401</p> <p><b>Unit 5:</b> Make A Video or Record Infomercial, T426 Celebrate!, T428</p>
Research to Build and Present Knowledge	
2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p><b>Unit 1:</b> Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b> Writing Club, T164 Introduce the Project, T418 Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426</p> <p><b>Unit 3:</b> Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426</p> <p><b>Unit 4:</b> Introduce the Project, T428 Differentiated Support: Intervention/Advanced, T429 Introduce Informational Writing, T430 Navigating A Web Site, T432 Differentiated Support: Intervention/Advanced, T433 Write A Letter, T436 Peer Review, T436</p> <p><b>Unit 5:</b> Introduce the Project, T418 Critical Literacy: Build Background, T418</p>

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	Use Media to Research, T422
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, T192 Research Articles, T400 Conduct Research: Interview an Expert, T404-T405 Extend Research, Include Media, T408-T409 Customize It!, T404 Interview an Expert, T404 Differentiated Support: Intervention/Advanced, T405</p> <p><b>Unit 2:</b> Turn, Talk, And Share, T170</p> <p><b>Unit 3:</b> Key Word Search Online, T422</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T137</p> <p><b>Unit 5:</b> Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>
Range of Writing	
<b>2.WF Writing Standards: Foundational Skills</b>	
Sound-letter basics and Handwriting	
2.WF.1 Demonstrate and apply handwriting skills.	
2.WF.1.a Write legibly in manuscript using correct letter formation.	<p><b>Unit 1:</b> Handwriting: Letters Ll, li, And Tt, T150 Handwriting: Letters Oo, Cc, And Aa, T152 Handwriting: Letters Ee, Ff, And Dd, T226 Handwriting: Letters Gg, Jj, And Qq, T228 Handwriting: Letters Uu, Jj, Ss, And Bb, T294 Handwriting: Letters Pp, Rr, And Nn, T296 Handwriting: Letters Mn, Hh, And Vv, T368</p> <p><b>Unit 2:</b> Handwriting: Letters Kk And Zz, T76</p>
2.WF.1.b Transcribe ideas in manuscript with	For supporting content please see:

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automaticity and proper spacing.	<p><b>Unit 1:</b> Handwriting: Letters Ll, li, And Tt, T150 Handwriting: Letters Oo, Cc, And Aa, T152 Handwriting: Letters Ee, Ff, And Dd, T226 Handwriting: Letters Gg, Jj, And Qq, T228 Handwriting: Letters Uu, Jj, Ss, And Bb, T294 Handwriting: Letters Pp, Rr, And Nn, T296 Handwriting: Letters Mn, Hh, And Vv, T368</p> <p><b>Unit 2:</b> Inquire: Introduce the Project, T418</p> <p><b>Unit 3:</b> Inquire: Introduce the Project, T418</p> <p><b>Unit 4:</b> Inquire: Introduce the Project, T428</p> <p><b>Unit 5:</b> Inquire: Introduce the Project, T418</p>
2.WF.2 Demonstrate and apply sound-letter concepts.	
<p>2.WF.2.a Write the most common graphemes (letters or letter groups) for each phoneme. Example: Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck Example:: Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)</p>	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Phonological Awareness: Long and Short Vowels, T22 Phonics: Long and Short Vowels, T22 Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104 Minilesson: Phonics: Write Words with Consonant Blends, T176</p> <p><b>Unit 2:</b> Phonics: Words with Long o: o, oa, ow, T336</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22 Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330 Minilesson: Phonics: Decode /S/ Spelled C; /J/ Spelled G Or Dge, T408 Lessons 1, 3, 5: Spell /S/ Spelled C; Spell /J/</p> <p><b>Unit 4:</b> Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p><b>Unit 5:</b> Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182</p>
Spelling	
2.WF.3 Know and apply phonics and word analysis skills when encoding words.	

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2.WF.3.a Spell on-level, regular, single-syllable words that include:	
2.WF.3.a.1 Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).	<p><b>Unit 1:</b> Lesson 4: Spell Words With CVC, T79</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode /S/ Spelled C; /J/ Spelled G or Dge, T408 Lessons 1, 3, 5: Spell /S/ Spelled C; Spell /J/ Spelled Go or Dge, T410-T411 Word Work Strategy Group: /S/ Spelled C; /J/ Spelled G, Dge, T412 Word Work Activity: Build Words with Letter Tiles, T413 Phonics: /S/ Spelled C; /J/ Spelled G, Dge, T414 Phonics: Review Words With /S/ Spelled C; /J/ Spelled G, Dge, T416</p>
2.WF.3.a.2 Complex consonant blends (e.g., scr, str, squ).	<p><b>Unit 1:</b> Minilesson: Phonics: Write Words with Consonant Blends, T176 Minilesson: Phonics: Consonant Blends, T178 Word Work Activity: Build Words with Letter Tiles, T211 Lessons 1-3, 5: Spelling: Spell Words with Consonant Blends, T230-T231</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode /S/ Spelled C; /J/ Spelled G or Dge, T408 Lessons 1, 3, 5: Spell /S/ Spelled C; Spell /J/ Spelled G or Dge, T410-T411 Word Work Strategy Group: /S/ Spelled C; /J/ Spelled G, Dge, T412 Word Work Activity: Build Words with Letter Tiles, T413 Phonics: /S/ Spelled C; /J/ Spelled G, Dge, T414 Phonics: Review Words With /S/ Spelled C; /J/ Spelled G, Dge, T416</p>
2.WF.3.a.3 Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).	<p><b>Unit 1:</b> Minilesson: Phonics: Write Words With Long Vowels, T100 Phonics: Review Long Vowels, T104</p>

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<p>(Continued)</p>	<p>Word Work Activity: Build Words with Letter Tiles, T135            Lessons 2-3: Spell Words with Long Vowels CVCe, T154-T155            Lessons 1, 5: Spell Words with Long Vowels CVCe And High Frequency Words Long, Called, T154-T155            Lesson 4: Create Words CVCe to CVC, T155            Lesson 4: Spell Long Vowel Wordsw CVCe Pattern, T231  <b>Unit 2:</b>            Lesson 1: Spell Words with Long a: ai, ay, ea and High Frequency Words air, change, T152-T153            Lesson 2-3, 5: Spell Words with Long a: ai, ay, ea, T152-T153            Lessons 1-3, 5: Spell Words with ie, T234-T235            Lesson 4: Spell Words with Long a: ai, ay, ea, T235            Minilesson: Phonics: Long e: ee, ea, ey, y, T258            Lessons 1-3, 5: Spell Words with Long e: ee, ea, ey, y, T316-T317            Lesson 4: Decode Words with Vowel Digraph ie, T317            Phonics: Words with Long o: o, oa, ow, T336            Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow, T338            Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338            Minilesson: Phonics: Long o: o, oa, ow, T340            Phonics: Review Long o Spelled o, oa, ow, T342            Strategy Group: Words With Long O Spelled O, Oa, Ow, T370            Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391            Lesson 4: Spell Words with Long e: ee, ea, ey, y, T391            Lesson 4: Spell Words with Long o, oa, ow, T411            Phonics: Spiral Review Words with Long o, Spelled o, oa, ow, T41            (Continued)  <b>Unit 3:</b>            Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22            Minilesson: Phonics: Decode and Write Words with Long i: i, ie, i_e, igh, y, T24</p>

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	<p>Minilesson: Phonics: Review Long i: l, ie, i_e, igh, y, T26</p> <p>Word Work Strategy Group: Decode Words With Long I Spelled l, ie, l_E, lgh, Y, T54</p> <p>Word Work Activity: Build Words With Letter Tiles, T55</p> <p>Lessons 1, 5: Spell Words with Long l; i, ie, i_e, igh, y and High Frequency earth, thought, T74-T75</p> <p>Lessons 2-3: Spell Words with Long l; i, ie, i_e, igh, y, T74-T75</p> <p>Lesson 4: Spell Words with Long o, oa, ow, T75</p> <p>Lesson 4: Spell Words with Long l; i, ie, i_e, igh, y, T157</p> <p>Lessons 2-3: Spell Words with ou, ow, oi, oy, T310-T311</p> <p>Lessons 1, 5: Spell Words with ou, ow, oi, oy and High Frequency Words took, often, T310-T311</p> <p>Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330</p> <p>Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332</p> <p>Word Work Activity: Build Words With Letter Tiles, T371</p> <p>Lessons 1-3, 5: Spell Words with Vowel Teams oo, ue, ew, ui, T390-T391</p> <p>Lesson 4: Spell Words with ou, ow, oi, oy, T391</p> <p><b>Unit 4:</b></p> <p>Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p><b>Unit 5:</b></p> <p>Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182</p>
<p>2.WF.3.a.4 Vowel-r combinations (e.g., turn, star, third, four, for).</p>	<p><b>Unit 1:</b></p> <p>Minilesson: Phonics: Decode and Spell Words With r-Controlled Vowels, T390</p> <p>Minilesson: Phonics: Decode Words With r-Controlled Vowels, T390</p> <p>Lessons 1-5: Assess Prior Knowledge, T392-T393</p> <p>Strategy Group: r-Controlled Vowels, T394</p> <p>Word Work Activity: Build Words with Letter Tiles,</p>



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	<p>T395                      Minilesson: Phonics: r-Controlled Vowels Ar, Or, Ore, Oar, T396                      Minilesson: Phonics: r-Controlled Vowels ar, or, ore, oar, T396                      Phonics: Review r-Controlled Vowels, T398-T399  <b>Unit 3:</b>                      Minilesson: Phonics: Decode Words with r-Controlled Vowels: er, ir, ur, T176                      Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178                      Phonics: Review r-Controlled Vowels er, ir, ur, T180                      Word Work Activity: Build Words with Letter Tiles, T219                      Lessons 1-3, 5: Spell Words with R Controlled Vowels Er, Ir, Ur, T238-T239                      Lesson 4: Spell Words with r Controlled vowels er, ir, ur, T311</p>
<p>2.WF.3.a.5 Contractions (e.g., we'll, I'm, they've, don't).</p>	<p><b>Unit 2:</b>                      Minilesson: Phonics: Decode and Write Contractions, T24                      Lessons 2-5: Spell Words with Contractions, T80-T81                      Lesson 1: Contractions and High Frequency Words Different And Between, T80                      Lesson 4: Contractions, T153</p>
<p>2.WF.3.a.6 Homophones (e.g., bear, bare; past, passed).</p>	<p>For supporting content please see:  <b>Unit 1:</b>                      Minilesson: Phonics: r-Controlled Vowels ar, or, ore, oar, T396  <b>Unit 3:</b>                      Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258                      Minilesson: Phonics: Decode /s/ Spelled c; /j/ Spelled g or dge, T408                      Phonics: Write /s/ Spelled c; /j/ Spelled g or dge,</p>

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	<p>T408  <b>Unit 5:</b>                      Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180                      ELL Targeted Support: Spelling Patterns, T181                      Minilesson: Phonics: Decode and Write Words with aw, au, augh, al, T182                      Phonics: Review Words with Vowel Sound Spelled au, aw, augh, al, T184</p>
2.WF.3.a.7 Plurals and possessives (e.g., its, it's).	<p><b>Unit 2:</b>                      Lessons 2-5: Language &amp; Conventions: Possessive Nouns, T318-T319                      Lesson 1: Possessive Nouns, T392</p>
2.WF.3.b With prompting and support, spell two- and three-syllable words that:	
<p>2.WF.3.b.1 Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</p> <p>(Continued)</p>	<p><b>Unit 1:</b>                      Minilesson: Phonics: Decode and Spell Words With r-Controlled Vowels, T390                      Minilesson: Phonics: Decode Words With r-Controlled Vowels, T390                      Lessons 1-5: Assess Prior Knowledge, T392-T393                      Strategy Group: r-Controlled Vowels, T394                      Word Work Activity: Build Words with Letter Tiles, T395                      Minilesson: Phonics: r-Controlled Vowels ar, or, ore, oar, T396                      Minilesson: Phonics: r-Controlled Vowels ar, or, ore, oar, T396                      Phonics: Review r-Controlled Vowels, T398-T399</p> <p>(Continued)</p> <p><b>Unit 2:</b>                      Lessons 1-3, 5: Spell Words with ie, T234-T235                      Decode And Spell, T408                      Lessons 2-3, 5: Spell Compound Words, T410-T411                      Lesson 1: Spell Compound Words And High Frequency Words Country And School, T410                      Word Work Activity: Build Words With Letter Tiles, T413</p> <p><b>Unit 3:</b>                      Minilesson: Phonics: Decode Words with r-</p>

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	<p>Controlled Vowels: er, ir, ur, T176                      Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178                      Phonics: Review r-Controlled Vowels er, ir, ur, T180                      Word Work Activity: Build Words With Letter Tiles, T219                      Lessons 1-3, 5: Spell Words With R Controlled Vowels Er, Ir, Ur, T238-T239                      Lessons 2-3: Spell Words with ou, ow, oi, oy, T310-T311                      Lessons 1, 5: Spell Words with ou, ow, oi, oy and High Frequency Words took, often, T310-T311                      Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330                      Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332                      Word Work Activity: Build Words With Letter Tiles, T371                      Lessons 1-3, 5: Spell Words with Vowel Teams oo, ue, ew, ui, T390-T391                      Lesson 4: Spell Words with ou, ow, oi, oy, T391                      Lesson 4: Compound Words, T411  <b>Unit 4:</b>                      Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83  <b>Unit 5:</b>                      Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182</p>
<p>2.WF.3.b.2 Include familiar compound words (e.g., houseboat, yellowtail).</p>	<p><b>Unit 1:</b>                      Minilesson: Develop Vocabulary, T56                      Strategy Group: Develop Vocabulary, T60  <b>Unit 2:</b>                      Minilesson: Phonics: Decode Compound Words, T408                      Decode And Spell, T408                      Lessons 2-3, 5: Spell Compound Words, T410-T411                      Lesson 1: Spell Compound Words And High Frequency Words Country And School, T410                      Strategy Group: Compound Words, T412                      Word Work Activity: Build Words With Letter Tiles, T413                      Phonics: Compound Words, T414</p>

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	Phonics: Compound Words, T416 <b>Unit 3:</b> Lesson 4: Compound Words, T411 Minilesson: Phonics: Spiral Review: Compound Words, T416
2.WF.3.b.3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).	<b>Unit 4:</b> Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184 Word Work Activity: Build Words With Letter Tiles, T225 Lessons 1-3, 5: Spell Words with Suffixes -ly, -ful, -er, -less, -or, T244-T245 Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264 Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266 Phonics: Prefixes Un-, Re-, Pre-, Dis-, T268 Word Work Group Strategy: Word With Prefixes, T306 Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis, T326-T327 Lesson 4: Spell Words with Suffixes -ly, -ful, -er, -less, -or, T327 Lesson 4: Spell Words with Prefixes un-, re-, pre-, dis, T401
2.WF.3.c With prompting and support, spell words with suffixes that require:	
2.WF.3.c.1 Consonant doubling (e.g., running, slipped).	<b>Unit 1:</b> Minilesson: Phonics: Decode Words With Inflected Endings -s, -es, -ed, -ing, T320 Minilesson: Phonics: Write Words With Inflected Endings -s, -es, -ed, -ing, T320 Minilesson: Phonics: Inflected Endings -s, -es, -ed, -ing, T322 Phonics: Review Inflected Endings -s, -es, -ed, -ing, T324 Lessons 1-3: Spell Words With -s, -es, -ed, -ing, T372-T373 Lesson 5: Spell Words With Inflected Endings And High Frequency Words Follow, Show, T373 Minilesson: Phonics: Spiral Review: Inflected Endings -s, -es, -ed, -ing, T398

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	<p><b>Unit 3:</b>                      Minilesson: Phonics: Decode Words With Comparative Endings, T94                      Minilesson: Phonics: Decode And Write Words With Comparative Endings, T96                      Phonics: Review Comparative Endings, T98                      Word Work Strategy Group: Decode Comparative Endings, T136                      Word Work Activity: Build Words With Letter Tiles, T137                      Lessons 1, 5: Spell Words With Comparative And Superlative Endings And High Frequency Words Head, Along, T156-T157</p> <p><b>Unit 4:</b>                      Lessons 2-5: Comparative And Superlative Adjectives, T164-T165                      Lesson 1: Comparative And Superlative Adjectives, T246</p>
<p>2.WF.3.c.2 Dropping silent e (e.g., smiled, paving).</p>	<p><b>Unit 1:</b>                      Minilesson: Phonics: Decode Words With Inflected Endings -s, -es, -ed, -ing, T320                      Minilesson: Phonics: Write Words With Inflected Endings -s, -es, -ed, -ing, T320                      Lessons 1-3: Spell Words With -s, -es, -ed, -ing, T372-T373                      Lesson 5: Spell Words With Inflected Endings And High Frequency Words Follow, Show, T373                      Minilesson: Phonics: Spiral Review: Inflected Endings -s, -es, -ed, -ing, T398</p> <p><b>Unit 3:</b>                      Minilesson: Phonics: Decode Words With Comparative Endings, T94                      Minilesson: Phonics: Decode And Write Words With Comparative Endings, T96                      Phonics: Review Comparative Endings, T98</p>

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	<p>Word Work Strategy Group: Decode Comparative Endings, T136 Word Work Activity: Build Words With Letter Tiles, T137 <b>Unit 4:</b> Lessons 2-5: Comparative And Superlative Adjectives, T164-T165</p>
<p>2.WF.3.c.3 Changing y to i (e.g., cried, babies).</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Minilesson: Phonics: Decode Words With Inflected Endings -s, -es, -ed, -ing, T320 Minilesson: Phonics: Write Words With Inflected Endings -s, -es, -ed, -ing, T320 Minilesson: Phonics: Inflected Endings -s, -es, -ed, -ing, T322 Lessons 1-3: Spell Words With -s, -es, -ed, -ing, T372-T373 Lesson 5: Spell Words With Inflected Endings And High Frequency Words Follow, Show, T373</p> <p>(Continued)</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words With Comparative Endings, T94 Minilesson: Phonics: Decode And Write Words With Comparative Endings, T96 Phonics: Review Comparative Endings, T98 Word Work Strategy Group: Decode Comparative Endings, T136 Word Work Activity: Build Words With Letter Tiles, T137 Lessons 1, 5: Spell Words With Comparative And Superlative Endings And High Frequency Words Head, Along, T156-T157 Lessons 2-3: Spell Words With Comparative And Superlative Endings -er, -est, T156-T157 <b>Unit 4:</b> Lessons 2-5: Comparative And Superlative</p>

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	Adjectives, T164-T165 Lesson 1: Comparative And Superlative Adjectives, T246
2.WF.3.d Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:	
2.WF.3.d.1 Irregular words (e.g., against, many, enough, does).	<p><b>Unit 1:</b>  Lessons 1, 5: Spell Words with Short Vowels and High Frequency Words which, than, T78-T79  Lessons 1, 5: Spell Words With Long Vowels CVCe And High Frequency Words Long, Called, T154-T155  Lessons 1-3, 5: Spelling: Spell Words With Consonant Blends, T230-T231  Lessons 1-5: Spelling: Spell Words with ch, sh, wh, th, ph, and tch, T298-T299  Minilesson: High-Frequency Words, T323  Lessons 1-3: Spell Words With -s, -es, -ed, -ing, T372-T373  Lesson 5: Spell Words With Inflected Endings And High Frequency Words Follow, Show, T373  Lessons 1-5: Assess Prior Knowledge, T392-T393  Minilesson: High-Frequency Words, T397</p>
(Continued)	<p>(Continued)</p> <p><b>Unit 2:</b>  Minilesson: High-Frequency Words, T27  Lesson 1: Contractions And High Frequency Words Different And Between, T80  Minilesson: High-Frequency Words, T105  Lesson 1: Spell Words with Long a: ai, ay, ea and High Frequency Words air, change, T152-T153  Minilesson: High-Frequency Words, T177  Lessons 1-3, 5: Spell Words with ie, T234-T235  Minilesson: High-Frequency Words, T259  Lessons 1-3, 5: Spell Words with Long e: ee, ea, ey, y, T316-T317  Minilesson: High-Frequency Words, T341  Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391  Lessons 2-3, 5: Spell Compound Words, T410-T411  Lesson 1: Spell Compound Words And High Frequency Words Country And School, T410</p>

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<p>(Continued)</p>	<p>Minilesson: High-Frequency Words, T415  <b>Unit 3:</b>            Lessons 1, 5: Spell Words with Long I; i, ie, i_e, igh, y and High Frequency earth, thought, T74-T75            Lessons 1, 5: Spell Words With Comparative And Superlative Endings And High Frequency Words Head, Along, T156-T157            Minilesson: High-Frequency Words, T181            Lessons 1-3, 5: Spell Words With R Controlled Vowels Er, Ir, Ur, T238-T239            Lessons 1, 5: Spell Words with ou, ow, oi, oy and High Frequency Words took, often, T310-T311            Minilesson: High-Frequency Words, T335            Lessons 1-3, 5: Spell Words with Vowel Teams oo, ue, ew, ui, T390-T391            Lessons 1, 3, 5: Spell /S/ Spelled C; Spell /J/ Spelled G Or Dge, T410-T411            Minilesson: High-Frequency Words, T415</p> <p>(Continued)</p> <p><b>Unit 4:</b>            Minilesson: High-Frequency Words, T27            Lessons 1-3, 5: Spell Words With Closed Syllables VC/V, T82-T83            Minilesson: High-Frequency Words, T107            Lessons 1-3, 5: Spell Words With Open Syllables V/CV, T162-T163            Minilesson: High-Frequency Words, T187            Lessons 1-3, 5: Spell Words with Suffixes -ly, -ful, -er, -less, -or, T244-T245            Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis, T326-T327            Minilesson: High-Frequency Words, T351            Lessons 1, 3, 5: Spell Words with Spelling Pattern vccv, T400-T401            Lessons 1, 5: Spell Words with kn wr, gn, mb, lf and High Frequency Words usually, friend, T420-T421            Minilesson: High-Frequency Words, T425  <b>Unit 5:</b>            Minilesson: High-Frequency Words, T27            Lesson 1, 5: Spell Words That Are Homographs And</p>



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	<p>High Frequency Words Sure, Heard, T80-T81                      Minilesson: High-Frequency Words, T105                      Lessons 1, 5: Spell Words With Double Consonants                      And High Frequency Words Across, During, T160-                      T161                      Minilesson: Phonics: Decode Vowel Sound Spelled                      aw, au, augh, al, T180                      Minilesson: Phonics: Decode and Write Words                      Spelled aw, au, augh, al, T182                      Phonics: Review Vowel Sound Spelled au, aw, augh,                      al, T184                      Minilesson: High-Frequency Words, T185                      Read A Small Tree In A Big Wind, T186                      Reread A Small Tree In A Big Wind, T187                      Lessons 1, 5: Spell Words with au, aw, augh, al and                      High Frequency Words hour, happened, T236-T237                      Minilesson: High-Frequency Words, T261                      Minilesson: High-Frequency Words, T341                      Lessons 1-3, 5: Spell Abbreviations, T390-T391</p>
<b>2.WF.3.d.2 Pattern-based words (e.g., which, kind, have).</b>	<p><b>Unit 1:</b>                      Lesson 4: Spell Words With CVC, T79                      Lesson 4: Create Words CVCe to CVC, T155  <b>Unit 4:</b>                      Minilesson: Phonics: Decode Words with Open                      Syllables V/CV, T102                      ELL Targeted Support: Open Syllables V/CV, T103                      Minilesson: Phonics: Decode and Write Words with                      Open Syllables V/CV, T104                      Phonics: Open Syllables V/CV, T106  <b>Unit 5:</b>                      Lessons 1, 5: Spell Words with Syllable Pattern                      VCCCV and High Frequency measure, remember,                      T316-T317</p>
<b>2.SL Speaking and Listening Standards</b>	
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.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>                      Writing Club, T91                      Writing Club, T167                      Writing Club, T243  <b>Unit 2:</b>                      Minilesson: Talk About It, T72</p>

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	Informational Text, T344 <b>Unit 3:</b> Minilesson: Talk About It, T66 Minilesson: Talk About It, T382 <b>Unit 4:</b> Minilesson: Talk About It, T74 Minilesson: Talk About It, T392 <b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T72 Informational Text, T108
2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	<b>Unit 1:</b> Minilesson: Talk About It, T70 <b>Unit 2:</b> Minilesson: Talk About It, T72 <b>Unit 3:</b> Minilesson: Talk About It, T6 T72 First Read: Talk, T287 <b>Unit 5:</b> Minilesson: Talk About It,
2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>Unit 2:</b> Explore The Infographic, T334 Informational Text, T344 <b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T72 ELL Targeted Support: Seek Clarification, T72 Informational Text, T108
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>Unit 1:</b> Realistic Fiction, T30 <b>Unit 2:</b> Informational Text, T30 <b>Unit 3:</b> Traditional Tales: Fables, T30 <b>Unit 4:</b> Narrative Nonfiction: Biography, T30

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	<p><b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T228</p>
<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><b>Unit 1:</b> Realistic Fiction, T30 <b>Unit 3:</b> Traditional Tales: Fables, T30 Share, T428 <b>Unit 5:</b> Minilesson: Talk About It, T72 Celebrate!, T428</p>
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><b>Unit 1:</b> Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 <b>Unit 2:</b> Celebrate and Reflect: Share, T428 <b>Unit 3:</b> Share Back, T165 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Celebrate and Reflect: Share, T428 <b>Unit 4:</b> Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 <b>Unit 5:</b> Celebrate and Reflect: Share, T428</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><b>Unit 1:</b> Celebrate and Reflect: Share, T410 <b>Unit 3:</b> Minilesson: Apply Audio Recording, T250 <b>Unit 4:</b> Minilesson: Celebration, T411 <b>Unit 5:</b></p>

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	Celebrate and Reflect: Share, T428
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><b>Unit 1:</b> Lessons 2-5: Simple Sentences, T80-T81</p> <p><b>Unit 3:</b> Explore The Infographic, T174 Celebrate and Reflect: Share, T428 Student Interactive: Share, T429</p> <p><b>Unit 5:</b> Minilesson: Talk About It, T72 Celebrate!, T428</p>
<b>2.LS Language Standards</b>	
Conventions of Standard English	
2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
2.L.1.a Use collective nouns (e.g., group).	<p><b>Unit 2:</b> Lessons 2-5: Collective Nouns, T392-T393</p> <p><b>Unit 3:</b> Lesson 1: Collective Nouns, T76</p>
2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<p><b>Unit 2:</b> Lesson 2-3, 5: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236</p> <p><b>Unit 3:</b> Minilesson: Edit For Nouns, T398</p>
2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).	<p><b>Unit 4:</b> Possible Teaching Point: Language &amp; Conventions: Reflexive Pronouns, T376 Lessons 2-5: Reflexive Pronouns, T402-T403</p> <p><b>Unit 5:</b> Lesson 1: Reflexive Pronouns, T82</p>
2.L.1.d Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).	<p><b>Unit 3:</b> Possible Teaching Point: Language And Conventions: Present-Tense Verbs, T51 Lessons 2-5: Present Tense Verbs, T76-T77 Possible Teaching Point: Language And Conventions: Past-Tense Verbs, T114 Lessons 2-5: Past And Future Tense Verbs, T158-T159</p>

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	<p>Lesson 1: Present Tense Verbs, T158 Possible Teaching Point: Language And Conventions: Irregular Verbs, T200 Possible Teaching Point: Language And Conventions: Irregular Verbs, T205 Possible Teaching Point: Language And Conventions: Irregular Verbs, T213 Lessons 2-5: Irregular Verbs, T240-T241 Lesson 1: Past And Future Tense Verbs, T240 Lesson 1: Irregular Verbs, T312</p>
<p>2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Adverbs, T367 Lessons 2-5: Adverbs, T392-T393 <b>Unit 4:</b> Lesson 1: Adverbs, T84 Language &amp; Conventions: Adjectives and Adverbs, T84-T85 Lesson 1: Adjectives and Adverbs, T164 Lessons 2-5: Comparative and Superlative Adjectives, T164-T165 Lesson 1: Comparative and Superlative Adjectives, T246 Edit for Adjectives and Adverbs, T408</p>
<p>2.L.1.f Use interjections (e.g., Yes! That is mine; Yes, that is mine!)</p>	<p>For supporting content please see: <b>Unit 1:</b> Possible Teaching Point: Language &amp; Conventions: Compound Sentences, T194 Possible Teaching Point: Language and Conventions: Compound Sentences, T199 Lessons 2-5: Compound Sentences, T232-T233 Lesson 1: Compound Sentences, T300 <b>Unit 5:</b> Minilesson: How to Write a Command, T168</p>
<p>2.L.1.g Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).</p>	<p><b>Unit 1:</b> Lessons 2-5: Simple Sentences, T80-T81 Lesson 1: Simple Sentences, T156 Possible Teaching Point: Language &amp; Conventions: Compound Sentences, T194 Possible Teaching Point: Language And</p>

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	Conventions: Compound Sentences, T199 Lessons 2-5: Compound Sentences, T232-T233 Lesson 1: Compound Sentences, T300 <b>Unit 3:</b> Minilesson: Revise Drafts By Rearranging Words, T318 Share Back, T318 <b>Unit 5:</b> Minilesson: How To Write A Command, T168
2.L.1.h Identify and use declarative, interrogative, imperative, and exclamatory sentences.	For supporting content please see: <b>Unit 1:</b> Writing Support, T306 Minilesson: Explore End Punctuation and Apostrophes, T306 Minilesson: Apply End Punctuation and Apostrophes, T307 <b>Unit 4:</b> Lesson 1: Use Commas in Dates, Greetings, and Closings, T328 Minilesson: Capitalization and Commas, T334 <b>Unit 5:</b> ELL Targeted Support: Edit for Capitalization, T397
2.L.1.i With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.	<b>Unit 2:</b> Independent Writing, T160 Writing Support, T160 Writing Support, T161 Writing Support, T162 Minilesson: Apply Develop Details, T162 <b>Unit 3:</b> Minilesson: Write To Sources, T148 Minilesson: Write To Sources, T302
2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
2.L.2.a Capitalize holidays, product names, and geographic names.	<b>Unit 3:</b> Minilesson: Edit for Nouns, T398 <b>Unit 4:</b> Minilesson: Capitalization and Commas, T334 <b>Unit 5:</b> ELL Targeted Support: Edit for Capitalization, T397 Minilesson: Edit for Capitalization, T399

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2.L.2.b Use commas in greetings and closings of letters.	<p><b>Unit 4:</b> Lessons 2-5: Commas In Dates And Letters, T246-T247 Lesson 1: Use Commas In Dates, Greetings, And Closings, T328 Write A Letter, T436</p>
2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.	<p><b>Unit 1:</b> Writing Support, T306 Minilesson: Explore End Punctuation And Apostrophes, T306 Independent Writing, T307 Share Back, T307 Writing Support, T307 Minilesson: Apply End Punctuation And Apostrophes, T307</p> <p><b>Unit 2:</b> Phonics: Contractions, T22 Minilesson: Phonics: Decode Words with Contractions, T24 Minilesson: Phonics: Decode and Write Contractions, T24 Minilesson: Phonics: Contractions, T26 Minilesson: Phonics: Review Contractions, T28 Lessons 2-5: Spell Words with Contractions, T80-T81 Minilesson: Phonics: Spiral Review: Contractions, T106 Lesson 4: Contractions, T153 Lessons 2-5: Language &amp; Conventions: Possessive Nouns, T318-T319 Lesson 1: Possessive Nouns, T392</p> <p><b>Unit 4:</b> Possible Teaching Point: Read Like A Writer: Author's Craft, T52</p> <p><b>Unit 5:</b> Lessons 2-5: Language &amp; Conventions: Contractions, T162-T163 Lesson 1: Contractions, T238 Revise And Edit, T426</p>

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2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p><b>Unit 1:</b> Lesson 4: Create Words CVCe to CVC, T155</p> <p><b>Unit 3:</b> Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>, T408 Phonics: /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, T414 Phonics: Review Words with /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, 416</p> <p><b>Unit 4:</b> Lessons 2-5: Spell Words with Spelling Pattern VCCV, T400-T401</p> <p><b>Unit 5:</b> Spelling: Spell Words with <i>aw</i>, <i>au</i>, <i>augh</i>, <i>al</i>, T236-T237 Lessons 2-5: Spell Words Correctly, T392-T393 Spelling: Spell Words with Final Stable Syllables Consonant -le, -tion, -sion, T410-T411</p>
2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p><b>Unit 1:</b> Lessons 2-5: Use Resources To Spell Words, T374-T375</p> <p><b>Unit 2:</b> Lesson 1: Use Resources To Spell Words, T82</p> <p><b>Unit 3:</b> Minilesson: Develop Vocabulary, T288</p>
Knowledge of Language	
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
2.L.3.a Compare formal and informal uses of English.	<p><b>Unit 1:</b> Minilesson: Apply End Punctuation and Apostrophes, T307 Write for a Reader, T426 ELL Targeted Support: Formal Language, T427</p> <p><b>Unit 4:</b> Peer Review, T436</p> <p><b>Unit 5:</b> Write for a Reader, T426 ELL Targeted Support, T427</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 flexibly from an array of strategies.	
2.L.4.a Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<p><b>Unit 1:</b> Academic Vocabulary: Context Clues, T200 Minilesson: Context Clues, T226</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary: Context Clues, T190 Possible Teaching Point: Academic Vocabulary: Context Clues, T195 Possible Teaching Point: Academic Vocabulary: Context Clues, T197 Possible Teaching Point: Academic Vocabulary: Context Clues, T201 Possible Teaching Point: Academic Vocabulary: Context Clues, T205</p> <p><b>Unit 3:</b> Close Read: Vocabulary in Context, T42 Close Read: Vocabulary in Context, T200 Possible Teaching Point: Academic Vocabulary: Context Clues, T210 Minilesson: Develop Vocabulary, T216 Minilesson: Context Clues, T234 Close Read: Vocabulary in Context, T364</p> <p><b>Unit 4:</b> Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264 Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266 Phonics: Prefixes Un-, Re-, Pre-, Dis-, T268 Read Cleaning The Beach, T270 Word Work Group Strategy: Word With Prefixes, T306 Minilesson: Word Parts, T322 Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis, T326-T327</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary: Word Parts, T276</p>

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	Minilesson: Word Parts, T312
2.L.4.b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T43 Possible Teaching Point: Academic Vocabulary: Related Words, T47 Minilesson: Related Words, T74</p> <p><b>Unit 2:</b> Minilesson: Related Words, T76</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Comparative Endings, T94 Possible Teaching Point: Academic Vocabulary: Word Parts, T282</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T53 Academic Vocabulary: Related Words, T78</p> <p><b>Unit 5:</b> Academic Vocabulary: Related Words, T41 Academic Vocabulary: Related Words, T50 Academic Vocabulary: Related Words, T54 Minilesson: Related Words, T76</p>
2.L.4.c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<p><b>Unit 1:</b> Minilesson: Develop Vocabulary, T56 Strategy Group: Develop Vocabulary, T60</p> <p><b>Unit 2:</b> Minilesson: Phonics: Decode Compound Words, T408 Decode And Spell, T408 Strategy Group: Compound Words, T412 Phonics: Compound Words, T414 Phonics: Compound Words, T416</p> <p><b>Unit 3:</b> Lesson 4: Compound Words, T411 Minilesson: Phonics: Spiral Review: Compound Words, T416</p>

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<p>2.L.4.d Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>Unit 1:</b>            Close Read: Vocabulary in Context, T48            Close Read: Vocabulary in Context, T119            First Read: Read, T124            Close Read: Vocabulary in Context, T124            Possible Teaching Point: Academic Vocabulary: Context Clues, T196            Close Read: Vocabulary in Context, T197            Academic Vocabulary: Context Clues, T200            Close Read: Vocabulary in Context, T205            Minilesson: Context Clues, T226            Close Read: Vocabulary in Context, T272            Minilesson: Develop Vocabulary, T276            Close Read: Vocabulary in Context, T340            Minilesson: Oral Language, T368</p> <p><b>Unit 2:</b>            Close Read: Vocabulary in Context, T120            Possible Teaching Point: Academic Vocabulary: Context Clues, T190            Possible Teaching Point: Academic Vocabulary: Context Clues, T195            Close Read: Vocabulary in Context, T203            Possible Teaching Point: Academic Vocabulary: Context Clues, T204            Possible Teaching Point: Academic Vocabulary: Context Clues, T209            Minilesson: Context Clues, T230            Assess Understanding, T231            Close Read: Vocabulary in Context, T285</p> <p><b>Unit 3:</b>            Close Read: Vocabulary in Context, T42            Minilesson: Develop Vocabulary, T134            Close Read: Vocabulary in Context, T200            Close Read: Vocabulary in Context, T202            Possible Teaching Point: Academic Vocabulary: Context Clues, T204            Possible Teaching Point: Academic Vocabulary: Context Clues, T210            Minilesson: Develop Vocabulary, T216            Strategy Group: Develop Vocabulary, T220            Minilesson: Context Clues, T234            Close Read: Vocabulary in Context, T279</p>

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<p>(Continued)</p>	<p>Close Read: Vocabulary in Context, T358 (Continued) <b>Unit 4:</b> Close Read: Vocabulary in Context, T47 Close Read: Vocabulary in Context, T123 Close Read: Vocabulary in Context, T131 Possible Teaching Point: Academic Vocabulary: Context Clues, T200 Close Read: Vocabulary in Context, T208 Possible Teaching Point: Academic Vocabulary: Context Clues, T211 Close Read: Vocabulary in Context, T213 Minilesson: Context Clues, T240 Close Read: Vocabulary in Context, T298 Possible Teaching Point: Read Like A Writer: Author's Craft, T301 Close Read: Vocabulary in Context, T374 <b>Unit 5:</b> Close Read: Vocabulary in Context, T136 Context Clues, T203 Close Read: Vocabulary in Context, T207 Context Clues, T209 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Minilesson: Context Clues, T232 Close Read: Vocabulary in Context, T287</p>
<p>2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Unit 1:</b> Minilesson: Develop Vocabulary, T208 Student Interactive: Develop Vocabulary, T209 Strategy Group: Develop Vocabulary, T212 Strategy Group: Develop Vocabulary, T354 <b>Unit 2:</b> First Read: Look, T54 Strategy Group: Develop Vocabulary, T372 <b>Unit 3:</b> Minilesson: Develop Vocabulary, T288 Formative Assessment Options: Option 2, T289 Strategy Group: Develop Vocabulary, T292 <b>Unit 4:</b> Strategy Group: Develop Vocabulary, T382</p>

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2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p><b>Unit 1:</b> Preview Vocabulary, T334</p> <p><b>Unit 4:</b> Preview Vocabulary, T118</p> <p><b>Unit 5:</b> Preview Vocabulary, T116 Close Read: Make Connections, T290</p>
2.L.5.b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p><b>Unit 1:</b> Minilesson: Synonyms, T150 Strategy Group: Develop Vocabulary, T280</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T43 Whole Group, T63 Possible Teaching Point: Academic Vocabulary: Synonyms, T119 Minilesson: Synonyms, T148</p> <p><b>Unit 4:</b> ELL Language Development: Vocabulary, T60 Strategy Group: Develop Vocabulary, T64</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T132 Possible Teaching Point: Academic Vocabulary: Synonyms, T135 Minilesson: Synonyms, T156</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 (e.g., When other kids are happy that makes me happy).	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T41 Possible Teaching Point: Academic Vocabulary: Related Words, T48 Possible Teaching Point: Academic Vocabulary: Oral Language, T337 Possible Teaching Point: Academic Vocabulary: Oral Language, T341 Use Academic Words, T400</p>
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	<p><b>Unit 2:</b>            Academic Vocabulary: Language of Ideas, T20            Academic Vocabulary: Language of Ideas, T170            Minilesson: Develop Vocabulary, T212            Possible Teaching Point: Academic Vocabulary: Oral Language, T354            Possible Teaching Point: Academic Vocabulary: Writer's Craft, T355            Possible Teaching Point: Academic Vocabulary: Oral Language, T357            Possible Teaching Point: Academic Vocabulary: Oral Language, T359            Possible Teaching Point: Academic Vocabulary: Oral Language, T365            Use Academic Vocabulary, T418</p> <p><b>Unit 3:</b>            Possible Teaching Point: Read Like A Writer: Author's Craft, T46            Possible Teaching Point: Academic Vocabulary: Related Words, T49            Minilesson: Academic Vocabulary, T70            Possible Teaching Point: Academic Vocabulary: Oral Language, T349            Possible Teaching Point: Academic Vocabulary: Oral Language, T353            Possible Teaching Point: Academic Vocabulary: Oral Language, T359            Use Academic Words, T418</p> <p><b>Unit 4:</b>            Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T134            Possible Teaching Point: Academic Vocabulary: Oral Language, T368            Possible Teaching Point: Academic Vocabulary: Oral Language, T373            Use Academic Vocabulary, T428</p> <p><b>Unit 5:</b>            Academic Vocabulary, T14-T15            Use Academic Words, T418            Write for A Reader, T426</p>