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**Correlation with
Oklahoma Academic Standards**

PreK-5 English Language Arts

myView Literacy, Grade 2, ©2020

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Correlation Location:

Listening: Students will develop and apply effective communication skills through active listening.	
TE: Unit 1, Week 1, pp. T350–T351 / SI: Unit 1, Week 1, p. 51 TE: Unit 2, Week 6, p. T494 / SI: Unit 2, Week 6, p. 428 TE: Unit 3, Week 5, pp. T338–T339 / SI: Unit 3, Week 5, p. 206	2.1.L.1: Students will actively listen using agreed-upon discussion rules.
TE: Unit 3, Week 5, pp. T338–T339 / SI: Unit 3, Week 5, p. 206 TE: Unit 5, Week 1, p. 368 / SI: Unit 5, Week 1, p. 505 TE: Unit 5, Week 5, pp. T460–T461 / Unit 5, Week 5, p. 663	2.1.L.2: Students will follow multi-step oral directions.
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.	
TE: Unit 1, Week 1, pp. T350–T351 / SI: Unit 1, Week 1, p. 51 TE: Unit 4, Week 6, pp. T504–T505 / SI: Unit 4, Week 6, p. 458	2.1.S.1: Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
TE: Unit 2, Week 1, pp. T76–T77 / SI: Unit 2, Week 1, p. 248 TE: Unit 5, Week 1, pp. T76–T77 / SI: Unit 5, Week 1, p. 498	2.1.S.2: Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.
TE: Unit 1, Week 1, pp. T350–T351 / SI: Unit 1, Week 1, p. 51 TE: Unit 1, Week 6, pp. T470–T471 / SI: Unit 1, Week 6, p. 203 TE: Unit 5, Week 1, pp. T76–T77 / SI: Unit 5, Week 1, p. 498	2.1.S.3: Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding.

<p>TE: Unit 1, Week 6, p. T476 / SI: Unit 1, Week 6, p. 208 TE: Unit 2, Week 3, pp. T206–T207 / SI: Unit 2, Week 3, p. 326 TE: Unit 3, Week 6. p. 494 / SI: Unit 3, Week 6, p. 228 TE: Unit 5, Week 5, pp. T460–T461 / SI: Unit 5, Week 5, p. 663</p>	<p>2.1.S.4: Students will report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences.</p>
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Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Correlation Location:

Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	
TE: Unit 1, Week 5, p. T266 / SI: Unit 1, Week 5, p. 160 p. AP326	2.2.PA: Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of <i>rowing</i> to say <i>throwing</i> ; delete the /r/ in <i>trips</i> to say <i>tips</i> ; substitute the /l/ in <i>clank</i> with /r/ to say <i>crank</i>).
Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.	
TE: Unit 1, Week 4, pp. T218–T219 / SI: Unit 1, Week 4 p. AP19 TE: Unit 1, Week 5, pp. T274–T275 / SI: Unit 1, Week 5 p. AP21 p. AP327-AP328	2.2. PC: Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.
Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.	
2.2.PWS.1*: Students will decode one- and two- syllable words by using their knowledge of the following phonics skills: *sequential skills	
TE: Unit 3, Week 6, pp. T474–T475 / SI: Unit 3, Week 6, pp. 216–217	a. single consonants, including those with two different sounds (e.g., soft and hard c [<i>cent</i> , <i>caf</i>] and g [<i>gem</i> , <i>goaf</i>])
TE: Unit 1, Week 3, pp. T160–T161 / SI: Unit 1, Week 3, pp. 93–94 TE: Unit 1, Week 3, p. T186 TE: Unit 1, Week 3, p. T194	b. consonant blends (e.g., bl, br, cr, spr, spl)
TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, pp. 131–132 TE: Unit 1, Week 4, p. T242 TE: Unit 1, Week 4, p. T250	c. consonant digraphs and trigraphs (e.g., sh, tch)
TE: Unit 1, Week 2, p. T96–T97 / SI: Unit 1, Week 2, pp. 55–56 TE: Unit 1, Week 2, p. 122	d. vowel-consonant-silent e (e.g., <i>lake</i>)
TE: Unit 1, Week 6, pp. T456-T457 / SI: Unit 1, Week 6, pp. 196-197	e. r-controlled vowels (i.e., ar, er, ir or, ur)

<p>TE: Unit 2, Week 2, pp. T98–T99 / SI: Unit 2, Week 2, pp. 259–260 TE: Unit 2, Week 2, p. T120 TE: Unit 2, Week 2, p. T128 TE: Unit 2, Week 3, pp. T158–T159 / SI: Unit 2, Week 3, pp. 293–294 TE: Unit 2, Week 3, p. T190 TE: Unit 2, Week 3, p. T198</p>	<p>f. vowel digraphs (e.g., ea, oa, ee)</p>
<p>TE: Unit 3, Week 4, pp. T218–T219 / SI: Unit 3, Week 4, p. 140 TE: Unit 3, Week 4, pp. T232–T233 / SI: Unit 3, Week 4, p. 141</p>	<p>g. vowel diphthongs (vowel combinations having two vowel sounds, e.g., oi as in <i>boil</i>, oy as in <i>boy</i>)</p>
<p>p. AP329</p>	<p>h. schwa (e.g., <i>banana</i>)</p>
<p>TE: Unit 4, Week 6, pp. T484–T485 / SI: Unit 4, Week 6, pp. 446–447 TE: Unit 4, Week 6, p. T490</p>	<p>i. silent letter combinations (<i>knew, could, ghost</i>)</p>
<p>2.2.PWS.2*: Students will decode words by applying knowledge of all major syllable types: *sequential skills</p>	
<p>TE: Unit 4, Week 1, p. T18 / SI: Unit 4, Week 1, p. 238 TE: Unit 4, Week 1, pp. T32–T33 / SI: Unit 4, Week 1, p. 239 TE: Unit 5, Week 2, pp. T98–T99 / SI: Unit 5, Week 2, p. 509</p>	<p>a. closed</p>
<p>TE: Unit 4, Week 2, p. T86 / SI: Unit 4, Week 2, p. 280 TE: Unit 4, Week 2, pp. T100–T101 / SI: Unit 4, Week 2, p.281</p>	<p>b. open</p>
<p>TE: Unit 2, Week 4, pp. T228–T229 / SI: Unit 2, Week 4, pp. 337–338 TE: Unit 2, Week 5, pp. T298–T299 / SI: Unit 2, Week 5, pp. 381–382 TE: Unit 3, Week 5, pp. T278–T279 / SI: Unit 3, Week 5, p. 174 TE: Unit 3, Week 5, pp. T292–T293 / SI: Unit 3, Week 5, p. 175</p>	<p>c. vowel digraphs</p>
<p>TE: Unit 1, Week 2, p. T96–T97 / SI: Unit 1, Week 2, pp. 55–56 TE: Unit 1, Week 2, p. 122</p>	<p>d. vowel-consonant-silent e</p>
<p>TE: Unit 1, Week 6, pp. T456–T457 / SI: Unit 1, Week 6, pp. 196–197 TE: Unit 3, Week 3, pp. T148–T149 / SI: Unit 3, Week 3, p. 96 TE: Unit 3, Week 3, pp. T162–T163 / SI: Unit 3, Week 3, p. 97</p>	<p>e. r-controlled</p>

<p>TE: Unit 5, Week 6, p. T474–T475 / SI: Unit 5, Week 6, pp. 666–667 p. AP254 TE: Unit 5, Week 6, p. T480</p>	f. consonant +le
<p>2.2.PWS.3*: Students will decode words by applying knowledge of structural analysis: *sequential skills</p>	
<p>TE: Unit 2, Week 6, pp. T474–T475 / SI: Unit 2, Week 6, pp. 416–417</p>	a. compound words
<p>TE: Unit 1, Week 5, pp. T280–T281 / SI: Unit 1, Week 5, pp. 161–162 TE: Unit 1, Week 5, p. T304 TE: Unit 1, Week 5, p. T312</p>	b. inflectional endings (e.g., -s, -ed, -ing)
<p>TE: Unit 2, Week 1, pp. T32–T33 / SI: Unit 2, Week 1, pp. 219–220 TE: Unit 2, Week 1, p. T60 TE: Unit 2, Week 1, p. T68</p>	c. contractions
<p>TE: Unit 5, Week 5, p. T284 / SI: Unit 5, Week 5, p. 630 TE: Unit 5, Week 5, p. T298–T299 / SI: Unit 5, Week 5, p. 631 p. AP253</p>	d. abbreviations
<p>TE: Unit 4, Week 3, p. T154 / SI: Unit 4, Week 3, p. 322 TE: Unit 4, Week 3, p. 168 / SI: Unit 4, Week 3, p. 323</p>	e. common roots and related prefixes and suffixes
<p>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	
<p>2.2.SE.1*: Students will use correct spelling when writing the following sounds in words: *sequential skills</p>	
<p>TE: Unit 1, Week 4, p. T412 / SI: Unit 1, Week 4, p. 153 TE: Unit 1, Week 4, p. T416 p. AP26 TE: Unit 1, Week 4, p. T418</p>	a. digraphs
<p>TE: Unit 1, Week 4, p. T412 / SI: Unit 1, Week 4, p. 153 TE: Unit 1, Week 4, p. T416 p. AP26 TE: Unit 1, Week 4, p. T418</p>	b. trigraphs
<p>TE: Unit 2, Week 2, p. T382 / SI: Unit 2, Week 2, p. 285 TE: Unit 2, Week 2, p. T384 TE: Unit 2, Week 3, p. T406 / SI: Unit 2, Week 3, p. 329 TE: Unit 2, Week 5, p. T454 / SI: Unit 2, Week 5, p. 409</p>	c. vowel digraphs

<p>TE: Unit 3, Week 3, p. T406 / SI: Unit 3, Week 3, p. 133 TE: Unit 3, Week 3, T408 TE: Unit 3, Week 3, p.T410 p. AP149</p>	<p>d. r-controlled</p>
<p>2.2.SE.2*: Students will use correct spelling when writing the following syllable types in single- and multisyllabic words: *sequential skills</p>	
<p>TE: Unit 4, Week 1, p. T368 / SI: Unit 4, Week 1, p. 273 TE: Unit 4, Week 1, p. T372 p. AP209</p>	<p>a. closed</p>
<p>TE: Unit 4, Week 2, p. T392 / SI: Unit 4, Week 2, p. 315 TE: Unit 4, Week 2, p. T396 p. AP210</p>	<p>b. open</p>
<p>TE: Unit 1, Week 2, p. T364 / SI: Unit 1, Week 2, p. 85 TE: Unit 1, Week 2, p. T368 p. AP24</p>	<p>c. vowel-consonant-silent e</p>
<p>TE: Unit 3, Week 3, p. T406 / SI: Unit 3, Week 3, p. 133 TE: Unit 3, Week 3, p.T410 p. AP149</p>	<p>d. r-controlled</p>
<p>2.2.SE.3*: Students will use structural analysis to correctly spell the following parts of words: *sequential skills</p>	
<p>TE: Unit 4, Week 4, p. T440 / SI: Unit 4, Week 4, p. 403 TE: Unit 4, Week 4, p. T444 p. AP212</p>	<p>a. common prefixes</p>
<p>TE: Unit 1, Week 5, p. T436 / SI: Unit 1, Week 5, p. 189 TE: Unit 1, Week 5, p. T440 p. AP27 TE: Unit 4, Week 3, p. T416 / SI: Unit 4, Week 3, p. 359 TE: Unit 4, Week 3, p. T420 p. AP211</p>	<p>b. common suffixes</p>
<p>TE: Unit 4, Week 3, pp. T168–T169 / SI: Unit 4, Week 3, p. 323 p. AP189 TE: Unit 4, Week 4, pp. T238–T239 / SI: Unit 4, Week 4, p. 367 p. AP190</p>	<p>c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final-e, doubling a consonant)</p>

Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.	
<p>TE: Unit 1, Week 3, p. T187 / SI: Unit 1, Week 3, p. 95</p> <p>TE: Unit 2, Week 4, p. T261 / SI: Unit 2, Week 4, p. 339</p> <p>TE: Unit 4, Week 2, pp. T138–T139 / SI: Unit 4, Week 2, p. 283 p. AP194</p> <p>TE: Unit 4, Week 3, pp. T214–T215 / SI: Unit 4, Week 3, p. 325 p. AP195</p>	<p>2.2.F.1: Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>
<p>TE: Unit 1, Week 2, pp. T88–T89 / SI: Unit 1, Week 2, p. 58</p> <p>TE: Unit 3, Week 2, pp. T84–T85 / SI: Unit 3, Week 2, p. 56</p> <p>TE: Unit 4, Week 2, pp. T92–T93 / SI: Unit 4, Week 2, p. 284</p>	<p>2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Correlation Location:

Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	
<p>TE: Unit 1, Week 3, pp. T190–T191 / SI: Unit 1, Week 3, p. 122</p> <p>TE: Unit 4, Week 3, pp. T202–T203 / SI: Unit 4, Week 3, p. 354</p> <p>TE: Unit 5, Week 5, pp. T324–T325 / SI: Unit 5, Week 5, p. 654</p>	2.2.R.1: Students will identify the main idea and supporting details of a text.
<p>TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, pp. 20–21</p> <p>TE: Unit 1, Week 3, pp. T152–T153 / SI: Unit 1, Week 3, pp. 96–97</p> <p>TE: Unit 4, Week 1, pp. T24–T25 / SI: Unit 4, Week 1, pp. 242–243</p> <p>TE: Unit 5, Week 3, pp. T158–T159 / SI: Unit 5, Week 3, pp. 554–555</p> <p>TE: Unit 5, Week 4, pp. T222–T223 / SI: Unit 5, Week 4, pp. 592–593</p>	2.2.R.2: Students will identify elements of various genres in fiction and nonfiction texts.
<p>TE: Unit 1, Week 2, pp. T126–T127 / SI: Unit 1, Week 2, p. 84</p> <p>TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184</p> <p>TE: Unit 3, Week 3, pp. T150–T151 / SI: Unit 3, Week 3, p. 95</p>	2.2.R.3: Students will begin to summarize the plot of a story to include the beginning, middle, and end.
<p>TE: Unit 2, Week 6, pp. T490–T491 / SI: Unit 2, Week 6, p. 425</p> <p>TE: Unit 4, Week 4, pp. T286–T287 / SI: Unit 4, Week 4, p. 400</p>	2.2.R.4: Students will begin to summarize facts and details from an informational text.
Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
<p>TE: Unit 2, Week 2, pp. T380–T381 / SI: Unit 2, Week 2, p. 288</p> <p>TE: Unit 2, Week 3, pp. T408–T409 / SI: Unit 2, Week 3, p. 332</p> <p>TE: Unit 4, Week 2, pp. T398–T399</p> <p>TE: Unit 4, Week 3, pp. T410–T411 / SI: Unit 4, Week 3, p. 361</p>	2.2.W.1: Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.
p. AP330-AP331	2.2.W.2: Students will edit drafts using appropriate spacing between letters, words, and sentences.
<p>TE: Unit 5, Week 4, pp. T428-T429</p> <p>TE: Unit, 5, Week 4, pp. T432-T433 / SI: Unit 5, Week 4, p. 626</p>	2.2.W.3: Students will revise drafts by adding, deleting, and/or moving text.

<p>TE: Unit 1, Week 5, pp. T434, T445 / SI: Unit 1, Week 5, p. 190 TE: Unit 4, Week 5, pp. T462–T463 / SI: Unit 4, Week 5, p. 442</p>	<p>2.2.W.4: Students will correctly spell grade-level words while editing using resources as needed.</p>
<p>TE: Unit 1, Week 5, pp. T442–T443 / SI: Unit 1, Week 5, p. 193 TE: Unit 3, Week 5, pp. T460–T461 / SI: Unit 3, Week 5, p. 213 TE: Unit 5, Week 5, pp. T460–T461 / SI: Unit 5, Week 5, p. 663</p>	<p>2.2.W.5: Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).</p>

Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Correlation Location:

<p>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p>TE: Unit 3, Week 2, pp. T126–T127 / SI: Unit 3, Week 2, p. 84 TE: Unit 3, Week 4, pp. T256–T257 / SI: Unit 3, Week 4, p. 162</p>	<p>2.3.R.1: Students will determine the author’s purpose (i.e., tell a story, provide information).</p>
<p>TE: Unit 4, Week 3, pp. T204–T205 / SI: Unit 4, Week 2, p. 358 TE: Unit 4, Week 4, pp. T204–T205 / SI: Unit 4, Week 4, p. 358</p>	<p>2.3.R.2: Students will determine whether a grade-level text is narrated in first- or third-person point of view with prompting.</p>
<p>Setting TE: Unit 1, Week 1, pp. T60–T61 / SI: Unit 1, Week 1, p. 42 TE: Unit 1, Week 1, pp. T47, T50 / SI: Unit 1, Week 1, pp. 35, 38</p> <p>Plot TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184 TE: Unit 1, Week 5, pp. T293, T295, T297 / SI: Unit 1, Week 5, pp. 177, 179, 181</p> <p>Characters TE: Unit 1, Week 2, pp. T124–T125 / SI: Unit 1, Week 2, p. 80 TE: Unit 1, Week 2, pp. T105, T107, T110 / SI: Unit 1, Week 2, pp. 67, 69, 72</p>	<p>2.3.R.3: Students will find examples of literary elements:</p> <ul style="list-style-type: none"> • setting (i.e., time and place) • plot (i.e., beginning, middle, end) • characters and their traits
<p>Simile TE: Unit 1, Week 2, p. T105 TE: Unit 3, Week 3, pp. T400–T401 / SI: Unit 3, Week 3, p.135</p> <p>Alliteration TE: Unit 3, Week 3, pp. T404–T405 TE: Unit 3, Week 3, pp. T408–T409 / SI: Unit 3, Week 3, p. 136 TE: Unit 4, Week 3, p. T180 / SI: Unit 4, Week 3, p. 338</p> <p>Onomatopoeia p. A332</p>	<p>2.3.R.4: Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • alliteration • onomatopoeia

<p>TE: Unit 1, Week 6, p. T454 TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 185 TE: Unit 2, Week 2, pp. T130–T131 / SI: Unit 2, Week 2, p. 281 TE: Unit 2, Week 4, pp. T270–T271 / SI: Unit 2, Week 4, p. 369 TE: Unit 4, Week 4, pp. T280–T281 / SI: Unit 4, Week 4, p. 399</p>	<p>2.3.R.5: Students will use details from the literary or informational text to draw conclusions and make predictions.</p>
<p>TE: Unit 1, Week 1, p. T42 / SI: Unit 1, Week 1, p. 30 TE: Unit 1, Week 1, pp. T68–T69 / SI: Unit 1, Week 1, p. 43 TE: Unit 1, Week 3, p. 178 / SI: Unit 1, Week 3, p. 114 TE: Unit 1, Week 3, pp. T196–T197 / SI: Unit 1, Week 3, p. 119 TE: Unit 2, Week 2, p. T136 / SI: Unit 2, Week 2, p. 282</p>	<p>2.3.R.6: Students will locate facts that are clearly stated in an informational text.</p>
<p>Sequential TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, pp. 222–223 TE: Unit 2, Week 1, pp. T62–T63 / SI: Unit 2, Week 1, p. 246 TE: Unit 4, Week 3, pp. T272–T273 / SI: Unit 4, Week 3, p. 289</p> <p>Description TE: Unit 1, Week 2, pp. T190–T191 TE: Unit 1, Week 3, p. T174</p>	<p>2.3.R.7: Students will describe the structure of an informational text with prompting:</p> <ul style="list-style-type: none"> ● description ● sequential
<p>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	
<p>TE: Unit 1, Week 3, pp. T382–T383 (plot) TE: Unit 4, Week 2, pp. T386–T387 (setting) TE: Unit 4, Week 2, pp. T390–T391 (characters)</p>	<p>2.3.W.1: Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).</p>
<p>TE: Unit 2, Week 2, p. T384–T385 (details) TE: Unit 2, Week 3, p. T400–T401 (main idea)</p>	<p>2.3.W.2: Students will write facts about a topic and include a main idea with supporting details in a paragraph.</p>
<p>TE: Unit 5, Week 1, pp. WW2–WW3, WW4–WW5, WW6–WW7 / SI: Unit 5, Week 1, pp. 681–683 TE: Unit 5, Week 2, pp. WW12–WW13, WW14–WW15, WW16–WW17 / SI: Unit 5, Week 2, pp. 684–686 TE: Unit 5, Week 3, pp. WW22–WW23, WW24–WW25, WW26–WW27 / SI: Unit 5, Week 3, pp. 687–689</p>	<p>2.3.W.3: Students will write an opinion about a topic and provide reasons as support in a paragraph.</p>

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Correlation Location:

Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.	
<p>TE: Unit 1, Week 2, pp. T90-T91 / SI: Unit 1, Week 2, p. 83 TE: Unit 1, Week 2, p. T100 TE: Unit 3, Week 2, pp. T86-T87 / SI: Unit 3, Week 2, p. 87 TE: Unit 3, Week 2, p. T109 TE: Unit 5, Week 1, p. T18 / SI: Unit 5, Week 1, p. 468 TE: Unit 5, Week 1, pp. T32-T33 / SI: Unit 5, Week 1, p. 469</p>	2.4.R.1: Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.
<p>TE: Unit 1, Week 3, pp. T154-T155 / SI: Unit 1, Week 3, p. 121 TE: Unit 3, Week 3, pp. T188-T189 / SI: Unit 3, Week 3, p. 126</p>	2.4.R.2: Students will begin to use context clues to determine the meaning of words with prompting.
<p>TE: Unit 1, Week 1, pp. T26-T27 / SI: Unit 1, Week 1, p. 45 TE: Unit 1, Week 4, pp. T218-T219 / SI: Unit 1, Week 4, p. 151</p>	2.4.R.3: Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.
<p>TE: Unit 1, Week 3, pp. T180-T181 / SI: Unit 1, Week 3, pp. 116-117 TE: Unit 4, Week 6, pp. T496-T497 / SI: Unit 4, Week 6, p. 430</p>	2.4.R.4: Students will use grade-appropriate resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.
<p>TE: Unit 1, Week 2, pp. T116-T117 / SI: Unit 1, Week 2, pp. 78-79 TE: Unit 1, Week 4, pp. T218-T219 / SI: Unit 1, Week 4, p. 151 TE: Unit 1, Week 4, pp. T236-T237 / SI: Unit 1, Week 4, pp. 146-147 TE: Unit 5, Week 2, pp. T88-T89</p>	2.4.R.5: Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

Writing: Students will apply knowledge of vocabulary to speak and write effectively.	
TE: Unit 2, Week 1, pp. T54–T55 / SI: Unit 2, Week 1, p. 244 TE: Unit 5, Week 2, pp. T376–T377 / SI: Unit 5, Week 2, p. 545	2.4.W.1: Students will use grade-level vocabulary to communicate ideas through speaking and writing.
TE: Unit 1, pp. T12–T13 / SI: Unit 1, p. 13 TE: Unit 4, pp. T12–T13 / SI: Unit 4, p. 235	2.4.W.2: Students will use language in speaking and writing according to purpose and audience.

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Correlation Location:

<p>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	
<p>TE: Unit 1, Week 3, p. T397 / SI: Unit 1, Week 3, p. 124 TE: Unit 1, Week 3, p. T401 / SI: Unit 1, Week 3 p. AP31</p>	<p>2.5.R.1: Students will recognize simple and compound sentences.</p>
<p>Irregular Plural Nouns TE: Unit 2, Week 2, p. T383</p> <p>Common and Proper Nouns TE: Unit 2, Week 3, p. T411</p> <p>Verb Tense TE: Unit 3, Week 1, p. T363</p> <p>Simple Subject and Predicate TE: Unit 1, Week 1, p. T341</p> <p>Prepositions TE: Unit 5, Week 1, p. T367 / SI: Unit 5, Week 1, p. 502</p> <p>Pronouns TE: Unit 4, Week 4, pp. T442–T443 / SI: Unit 4, Week 4, p. 406</p> <p>Conjunctions TE: Unit 1, Week 3, p. T389</p> <p>-ly adverbs TE: Unit 4, Week 1, p. T365</p> <p>Adjectives TE: Unit 4, Week 2, p. T389</p> <p>Descriptive Adjectives and Articles TE: Unit 3, Week 4, pp. T428–T429 / SI: Unit 3, Week 4, p. 170 TE: Unit 3, Week 4, pp. T433–T434</p>	<p>2.5.R.2: Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> ● common, proper, and irregular plural nouns ● tenses of verbs (i.e., past, present, future) ● the simple subject and simple predicate of a sentence ● descriptive adjectives and articles (i.e., <i>a</i>, <i>an</i>, <i>the</i>) as adjectives ● prepositions ● singular and plural personal pronouns and the nouns they replace ● the conjunctions <i>and</i>, <i>or</i>, and <i>but</i> ● -ly adverbs

Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.	
TE: Unit 1, Week 4, p. T417 TE: Unit 1, Week 4, p. T421 / SI: Unit 1, Week 3, p. 154 pp. AP333-AP334	2.5.W.1: Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.
TE: Unit 3, Week 4, pp. T428–T429 / SI: Unit 3, Week 4, p. 170 TE: Unit 3, Week 4, pp. T433–T434 TE: Unit 3, Week 4, pp. T436–T437 / SI: Unit 3, Week 4, p. 171 TE: Unit 3, Week 4, pp. T440–T441 TE: Unit 3, Week 5, pp. T448–T449 / SI: Unit 3, Week 5, p. 211	2.5.W.2: Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.
TE: Unit 2, Week 3, T415 / SI: Unit 2, Week 3, p. 330 TE: Unit 3, Week 6, T492 / SI: Unit 3, Week 6, p. 226 TE: Unit 4, Week 4, T434 / SI: Unit 4, Week 4, p. 405 p. AP335-AP336	2.5.W.3: Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.
TE: Unit 1, Week 4, T417 / SI: Unit 1, Week 4, p. 154 TE: Unit 1, Week 4, T425 / Resource Download Center, p. 32	2.5.W.4: Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 1, Week 4, pp. T410–T411	2.5.W.5: Students will use apostrophes to form simple contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i>).
TE: Unit 4, Week 3, p. T417 / SI: Unit 4, Week 3, p. 360 TE: Unit 4, Week 3, p. T429 / SI: Unit 4, Week 3 p. AP217 TE: Unit 4, Week 4, p. T434 / SI: Unit 4, Week 4, p. 405	2.5.W.6: Students will use commas in dates (e.g., September 6, 2020).
p. AP337	2.5.W.7: Students will use a colon to indicate time (e.g., The bell rings at 3:15.)

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Correlation Location:

<p>Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	
<p>TE: Unit 3, Week 6, p. T488 / SI: Unit 3, Week 6, p. 223 TE: Unit 4, Week 6, p. T498 / SI: Unit 4, Week 6, p. 453</p>	<p>2.6.R.1: Students will create their own questions to find information on their topic.</p>
<p>Photos TE: Unit 4, Week 6, p. T500 / SI: Unit 4, Week 6, p. 455</p> <p>Illustrations TE: Unit 1, Week 6, p. T474 / SI: Unit 1, Week 6, p. 206</p> <p>Titles, Labels TE: Unit 5, Week 6, p. T490 / SI: Unit 5, Week 6, p. 675</p> <p>Headings TE: Unit 4, Week 6, p. T502 / SI: Unit 4, Week 6, p. 456</p> <p>Captions, Charts TE: Unit 4, Week 6, p. T498 / SI: Unit 4, Week 6, p. 453</p> <p>Graphs TE: Unit 2, Week 6, p. T486 / SI: Unit 2, Week 6, p. 422</p> <p>Titles, Subheadings TE: Unit 2, Week 6, p. T488 / SI: Unit 2, Week 6, p. 423</p> <p>Graphics and Illustrations TE: Unit 2, Week 2, p. T388 / SI: Unit 2, Week 2, p. 289</p> <p>Caption, Titles, Headings TE: Unit 2, Week 3, p. T412 / SI: Unit 2, Week 3, p. 333</p>	<p>2.6.R.2: Students will identify and use graphic and text features to understand texts:</p> <ul style="list-style-type: none"> ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs ● captions ● subheadings
<p>TE: Unit 3, Week 6, p. T488 / SI: Unit 3, Week 6, p. 223 TE: Unit 5, Week 6, p. T490 / SI: Unit 5, Week 6, p. 675</p>	<p>2.6.R.3: Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).</p>

Writing: Students will synthesize information ethically through speaking and writing.	
TE: Unit 1, Week 2, p. T358 / SI: Unit 1, Week 2, p. 87 TE: Unit 5, Week 1, p. T364 / SI: Unit 5, Week 1, p. 504	2.6.W.1: Students will generate a list of topics of interest and individual questions about one area of interest for research.
TE: Unit 2, Week 6, p. T486 / SI: Unit 2, Week 6, p. 422 TE: Unit 5, Week 6, p. T486 / SI: Unit 5, Week 6, p. 672	2.6.W.2: Students will organize information found during group or individual research, using graphic organizers or other aids.
TE: Unit 1, Week 6, p. T476 / SI: Unit 1, Week 6, p. 208 TE: Unit 2, Week 6, p. T494 / SI: Unit 2, Week 6, p. 428	2.6.W.3: Students will organize and share relevant information for various purposes.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Correlation Location:

Reading: Students will comprehend and evaluate multimodal content.	
TE: Unit 1, Week 6, p. T474 / SI: Unit 1, Week 6, p. 206 TE: Unit 2, Week 6, p. T488 / SI: Unit 2, Week 6, p. 423	2.7.R: Students will explore and compare ideas and topics in multimodal content.
Writing: Students will create multimodal content to communicate effectively.	
TE: Unit 3, Week 3, p. T412 / SI: Unit 3, Week 3, p. 137 (sound) TE: Unit 4, Week 6, p. T500 / SI: Unit 4, Week 6, p. 455 (visual) TE: Unit 5, Week 6, p. T488 / SI: Unit 5, Week 6, p. 673 (multimedia)	2.7.W: Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading & Writing

Students will read and write independently for a variety of purposes and periods of time.

Correlation Location:

Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	
TE: Unit 1, p. T11 / SI: Unit 1, p. 10 TE: Unit 2, p. T11 / SI: Unit 2, p. 212	2.8.R: Students will select texts for academic and personal purposes and read independently for extended periods of time.
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.	
TE: Unit 1, Week 6, p. T466 / SI: Unit 1, Week 6, 200–201 TE: Unit 5, Week 1, p. WW2 / SI: Unit 5, Week 1, 681	2.8.W: Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

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