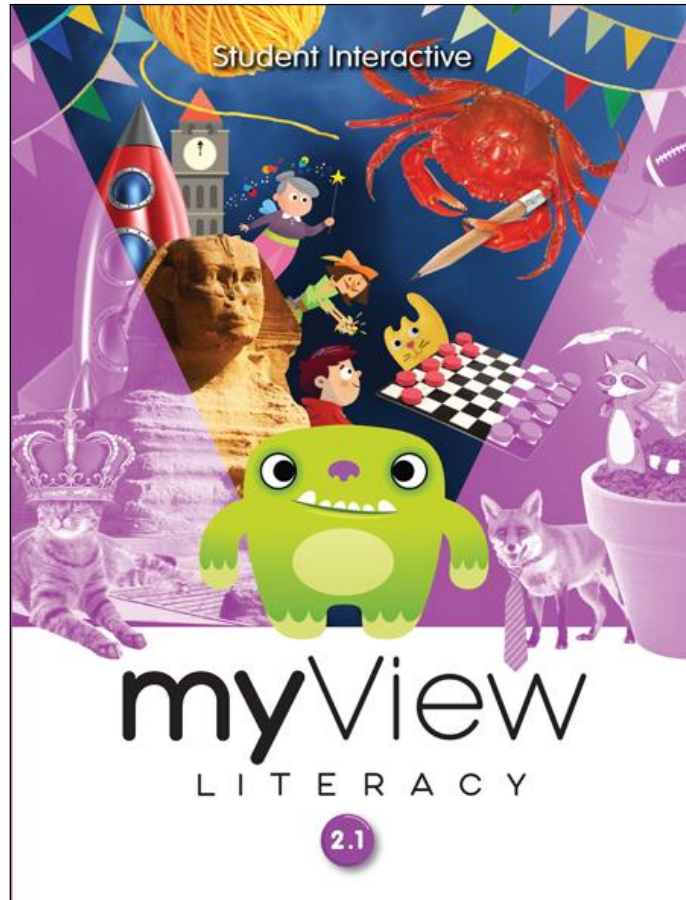


A Correlation of



Grade 2, ©2020

To the

**College, Career, & Civic Life (C3) Framework
for Social Studies State Standards
Grades K-2**

A Correlation of *myView Literacy*, Grade Two, ©2020 to the C3 Framework for Social Studies State Standards

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **College, Career, & Civic Life (C3) Framework for Social Studies**. 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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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 2*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.1.K-2. Explain why the compelling question is important to the student.</p>	<p>Each unit in <i>myView Literacy</i> targets an overarching theme with an Essential Question and Weekly Questions that guide the learning.</p> <p>Unit 1: You Are Here: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T96-T97, T316-T317 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T172-T173 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T248-T249</p> <p>Unit 2: Nature’s Wonders: Essential Question, T12 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T98-T99, T252-T253, T334-T335 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T170-T171</p> <p>Unit 3: Our Traditions: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T92-T93, T174-T175, T256-T257, T328-T329</p> <p>Unit 4: Making a Difference: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T100-T101, T180-T181, T262-T263, T344-T345</p> <p>Unit 5: Our Incredible Earth: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T98-T99, T178-T179, T254-T255, T334-T335</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
<p>D1.2.K-2. Identify disciplinary ideas associated with a compelling question.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T387 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387 Compare Across Texts: You Are Here, T388-T389</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T405 Project-Based Inquiry: Integrate your Instruction, Social Studies, T405 Compare Across Texts: Our Traditions, T406-T407</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T414 Project-Based Inquiry: Integrate your Instruction, Social Studies, T414 Compare Across Texts: Making a Difference, T414-T415</p>
Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.3.K-2. Identify facts and concepts associated with a supporting question.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T96-T97, T316-T317 Introduce the Text, T38-T55, T114-T131, T190-T207, T266-T275, T344-T349 Interact with Sources: Explore the Diagram, Weekly Question, T172-T173 Interact with Sources: Explore the Poem, Weekly Question, T248-T249</p> <p>Unit 2: Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T20-T21 Introduce the Text, T38-T57, T116-T129, T188-T211, T270-T293, T352-T367 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T98-T99, T252-T253, T334-T335 Interact with Sources: Explore the Poem, Weekly Question, T170-T171</p>

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D1.4.K-2. Make connections between supporting questions and compelling questions.	Unit 1: Respond and Analyze: My View, Check for Understanding, T56-T57, T132-T133, T208-T209, T276-T277, T350-T351 Unit 2: Respond and Analyze: My View, Check for Understanding, T58-T59, T130-T131, T212-T213, T294-T295, T368-T369 Unit 3: Respond and Analyze: My View, Check for Understanding, T52-T53, T134-T135, T216-T217, T288-T289, T368-T369 Unit 4: Respond and Analyze: My View, Check for Understanding, T60-T61, T140-T141, T222-T223, T304-T305, T378-T379 Unit 5: Respond and Analyze: My View, Check for Understanding, T58-T59, T138-T139, T214-T215, T294-T295, T368-T369

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Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T96-T97, T316-T317 Introduce the Text, T38-T55, T114-T131, T190-T207, T266-T275, T344-T349 Interact with Sources: Explore the Diagram, Weekly Question, T172-T173 Interact with Sources: Explore the Poem, Weekly Question, T248-T249</p> <p>Unit 2: Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T20-T21 Introduce the Text, T38-T57, T116-T129, T188-T211, T270-T293, T352-T367 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T98-T99, T252-T253, T334-T335 Interact with Sources: Explore the Poem, Weekly Question, T170-T171</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T92-T93, T174-T175, T256-T257, T328-T329 Introduce the Text, T38-T51, T110-T133, T192-T215, T274-T287, T346-T367</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T100-T101, T180-T181, T262-T263, T344-T345 Introduce the Text, T38-T59, T118-T139, T198-T221, T280-T303, T362-T377</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T98-T99, T178-T179, T254-T255, T334-T335 Introduce the Text, T38-T59, T116-T137, T196-T213, T272-T293, T352-T367</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Police Officer, T126 From <i>Places We Go</i>, T190-T207 Cross-Curricular Perspectives: Social Studies, Diagram, "Fighting Fires," T205</p> <p>Unit 4: Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 Minilesson: Biography (Abraham Lincoln), T112-T113</p>
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy's Project, T106-T107 <i>Maybe Something Beautiful</i>, T114-T131 Academic Vocabulary: Integrate, T146 Informational Text: Helping the Community, T182-T183</p> <p>Unit 3: Decodable Reader: Earth Every Day, T55</p> <p>Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Decodable Text: <i>Cleaning the Beach</i>, T270-T271 Persuasive Text: Volunteering Helps Everyone, T354-T355 <i>Kids Can Be Big Helpers</i>, T362-T377 Cross-Curricular Perspectives: Social Studies, Benefits of Giving, T367</p>

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(Continued)	(Continued) Unit 5: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i> , T38-T59 Cross-Curricular Perspectives: Social Studies, Florence Nightingale, T40 Cross-Curricular Perspectives: Social Studies, Clara Barton, T46 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i> , T115 <i>Building on Nature: The Life of Antoni Gaudi</i> , T116-T119
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	Unit 1: Book Club, T412-T429 Unit 2: Book Club, T430-T447 Unit 3: Book Club, T430-T447 Unit 4: Book Club, T440-T457 Unit 5: Listening Comprehension: Informational Text, "Ayers Rock" (traditional law), T344-T345 Book Club, T430-T447
D2.Civ.4.K-2. <i>Begins in grades 3–5</i>	
D2.Civ.5.K-2. Explain what governments are and some of their functions.	Unit 1: Cross-Curricular Perspectives: Social Studies, Police Officer, T126 <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Buildings (services), T193 Cross-Curricular Perspectives: Social Studies, Diagram, "Fighting Fires," T205

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<p style="text-align: center;">C3 Framework For Social Studies State Standards</p>	<p style="text-align: center;">myView Literacy Grade Two, ©2020</p>
<p>D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy’s Project, T106-T107 <i>Maybe Something Beautiful</i>, T114-T131 Academic Vocabulary: Integrate, T146 Listening Comprehension: Informational Text, “Helping the Community,” T182-T183 Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Decodable Text: <i>Cleaning the Beach</i>, T270-T271 Persuasive Text: Volunteering Helps Everyone, T354-T355 <i>Kids Can Be Big Helpers</i>, T362-T377</p>
<p>Participation and Deliberation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Civ.7.K-2. Apply civic virtues when participating in school settings.</p>	<p>Unit 1: Book Club, T412-T429 Unit 2: Book Club, T430-T447 Unit 3: Book Club, T430-T447 Unit 4: Book Club, T440-T457 Unit 5: Book Club, T430-T447</p>
<p>D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy’s Project, T106-T107 <i>Maybe Something Beautiful</i>, T114-T131 Academic Vocabulary: Integrate, T146 Listening Comprehension: Informational Text, “Helping the Community,” T182-T183 Unit 3: Decodable Reader: Earth Every Day, T55</p>

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D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	Unit 1: Writing Club, T91, T167, T243 Book Club, T412-T429 Unit 2: Minilesson: <i>Talk About It</i> , T72 Informational Text, T344 Book Club, T430-T447 Unit 3: Minilesson: <i>Talk About It</i> , T66 Minilesson: <i>Talk About It</i> , T382 Book Club, T430-T447 Unit 4: Minilesson: <i>Talk About It</i> , T74 Minilesson: <i>Talk About It</i> , T392 Book Club, T440-T457 Unit 5: Informational Text, T30 Minilesson: <i>Talk About It</i> , T72 Informational Text, T108 Minilesson: <i>Talk About It</i> , T382 Book Club, T430-T447

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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
<p>D2.Civ.10.K-2. Compare their own point of view with others' perspectives.</p>	<p>Unit 2: Reflect and Share: Minilesson, Talk About It, T382-T383 ELL Targeted Support: Express Opinions, T382</p> <p>Unit 4: Reflect and Share: Minilesson, T74-T75 Minilesson: Academic Vocabulary, Oral Language, T396</p> <p>Unit 5: Reflect and Share: Minilesson, Talk About It, T382-T383 ELL Targeted Support: Express Ideas, T382</p>
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</p>	<p>Unit 1: Writing Club, T91, T167, T243 Book Club, T412-T429 Project-Based Inquiry, T400-T411</p> <p>Unit 2: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p> <p>Unit 3: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p> <p>Unit 4: Book Club, T440-T457 Project-Based Inquiry, T428-T439</p> <p>Unit 5: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
<p>D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.</p>	<p>Unit 1: Writing Club, T91, T167, T243 Book Club, T412-T429</p> <p>Unit 2: Minilesson: Talk About It, T72 Informational Text, T344 Book Club, T430-T447</p> <p>Unit 3: Minilesson: Talk About It, T66 Minilesson: Talk About It, T382 Book Club, T430-T447</p> <p>Unit 4: Minilesson: Talk About It, T74 Minilesson: Talk About It, T392 Book Club, T440-T457</p> <p>Unit 5: Informational Text, T30 Minilesson: Talk About It, T72 Informational Text, T108 Minilesson: Talk About It, T382 Book Club, T430-T447</p>
<i>Begins in grades 3-5</i>	
<p>D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Helping Your Community</i>, T34 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Cross-Curricular Perspectives: Social Studies, Breckenridge, Texas (murals), T206</p>

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ECONOMICS	
Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	For supporting content please see: Unit 1: Intervention Activity: Identify Realistic Fiction, "Lots of Choices," T112 Unit 3: <i>Interstellar Cinderella</i> , T192-T205 <i>Cendrillon: An Island Cinderella</i> , T206-T215 <i>The Abenaki</i> , T274-T287 <i>My Food, Your Food</i> , T346-T367 Unit 4: <i>The Garden of Happiness</i> , T198-T221 Intervention Activity: Identify Realistic Fiction, "Lots of Choices," T196
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	For supporting content please see: Unit 1: Intervention Activity: Identify Realistic Fiction, "Lots of Choices," T112 Unit 3: <i>Interstellar Cinderella</i> , T192-T205 <i>Cendrillon: An Island Cinderella</i> , T206-T215 <i>The Abenaki</i> , T274-T287 <i>My Food, Your Food</i> , T346-T367 Unit 4: <i>The Garden of Happiness</i> , T198-T221 Intervention Activity: Identify Realistic Fiction, "Lots of Choices," T196
Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.	For supporting content please see: Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Grocery Store, T202-T203 Cross-Curricular Perspectives: Social Studies, Producers and Consumers, T203

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<p>D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Decodable Reader: <i>A Hot Job</i>, T59</p> <p>Unit 2: <i>The Seasons of Arnold's Apple Tree</i>, T188-T211</p> <p>Unit 3: Intervention Activity: Discuss Author's Purpose, How to Build a Log Cabin, T142</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Copper, T122</p>
<p>D2.Eco.5.K-2. Identify prices of products in a local market.</p>	<p>For supporting content please see:</p> <p>Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Grocery Store, T202-T203 Cross-Curricular Perspectives: Social Studies, Producers and Consumers, T203</p>
<p>D2.Eco.6.K-2. Explain how people earn income.</p>	<p>Unit 1: Matching Texts to Learning: <i>Cool Jobs</i>, T187 So Many Places (work), T207</p>
<p>D2.Eco.7.K-2. Describe examples of costs of production.</p>	<p>For supporting content please see:</p> <p>Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Decodable Reader: <i>A Hot Job</i>, T59</p> <p>Unit 2: <i>The Seasons of Arnold's Apple Tree</i>, T188-T211</p> <p>Unit 3: Intervention Activity: Discuss Author's Purpose, How to Build a Log Cabin, T142</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Copper, T122</p>
<p><i>Begins in grades 3-5</i></p>	
<p>D2.Eco.9.K-2. Describe the role of banks in an economy</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade Two, ©2020
The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.K-2. Explain why people save.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<i>Begins in grades 3–5</i>	
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	Unit 1: Cross-Curricular Perspectives: Social Studies, Police Officer, T126 from <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Buildings (services), T193 Cross-Curricular Perspectives: Social Studies, Diagram, “Fighting Fires,” T205
D2.Eco.13.K-2. Describe examples of capital goods and human capital.	For supporting content please see: Unit 1: Introduce the Text: Preview Vocabulary, T190 from <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Producers and Consumers, T203 First Read: Talk (goods and services), T193, T207 Possible Teaching Point: Read Like a Writer Author’s Craft, Relevant Details (goods and services), T207
The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	For supporting content please see: Unit 3: Interact with Sources: Explore the Infographic, Traditional Foods, T328-T329 Unit 4: Cross-Curricular Perspectives: Social Studies, Copper, T122 Cross-Curricular Perspectives: Social Studies, Barcelona, T124

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D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	For supporting content please see: Unit 1: from <i>Places We Go</i> , T190-T207 Unit 2: <i>The Seasons of Arnold's Apple Tree</i> , T188-T211 Unit 3: Intervention Activity: Discuss Author's Purpose, How to Build a Log Cabin, T142 Interact with Sources: Explore the Infographic, Traditional Foods, T328-T329 Unit 4: Cross-Curricular Perspectives: Social Studies, Copper, T122
GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	Unit 1: Interact with Sources: Explore the Infographic, Seeing Stars, Quick Write, T20-T21 from <i>Places We Go</i> , T190-T207 Interact with Sources: Explore the Infographic, Two Different Places, T317-T318 Unit 3: Student Interactive: Traditional Foods, My Turn, T329
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	Unit 1: Matching Texts to Learning: <i>Continents and Oceans</i> , T186 Matching Texts to Learning: <i>Los Angeles Over the Years</i> , T186 Matching Texts to Learning: <i>We Live in Communities</i> , T187 From <i>Places We Go</i> , T190-T207 Unit 2: Interact with Sources: Explore the Infographic, Grassy Places, T98-T99 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362

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(Continued)	<p>(Continued)</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Interact with Sources: Explore the Infographic, Traditional Food, T328-T329 Maps: Who are the Abenaki people?, 276-277 Student Interactive: Traditional Foods, My Turn, T329</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Earth's Features, T20-T21 Listening Comprehension: Informational Text, The Grand Canyon, T30-T31 Matching Texts to Learning: <i>Continents on the Move</i>, T35 <i>Introducing Landforms</i>, T38-T57 Interact with Sources: Explore the Infographic, The Grand Canyon, T98-T99 <i>How Water Shapes the Earth</i>, T116-T127 <i>Earthquakes Shape the Earth</i>, T128-T137 Interact with Sources: Explore the Infographic, Earth Erupts, T254-T255 <i>Volcano Wakes Up!</i>, T272-T293</p>
<p>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>	<p>Unit 1: Matching Texts to Learning: <i>Adventure on Mt. Everest</i>, T110 Matching Texts to Learning: <i>Continents and Oceans</i>, T186</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Grassy Places, T98-T99 Matching Texts to Learning: <i>Earth's Waters</i>, T113 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362</p>

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(Continued)	(Continued) Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Interact with Sources: Explore the Infographic, Traditional Food, T328-T329 Maps: Who are the Abenaki people?, 276-277 Student Interactive: Traditional Foods, My Turn, T329 Unit 4: Cross-Curricular Perspectives: Social Studies, Map of Europe (landforms/bodies of water), T120 Unit 5: Interact with Sources: Explore the Infographic, Earth’s Features, T20-T21 Listening Comprehension: Informational Text, The Grand Canyon, T30-T31 Matching Texts to Learning: <i>Continents on the Move</i> , T35 <i>Introducing Landforms</i> , T38-T57
Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	Unit 2: Informational Text: Patterns on the Prairie, T30-T31 Interact with Sources: Explore the Poem, Circle of Seasons, T170-T171 <i>The Seasons of Arnold’s Apple Tree</i> , T188-T211 Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller, T92-T93 Cross-Curricular Perspectives: Social Studies, Winter/Ojibwe, T122 Cross-Curricular Perspectives: Social Studies, Winter Ojibwe Villages, T129

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(Continued)	(Continued) Unit 5: <i>How Water Shapes the Earth</i> , T116-T127 <i>How Earthquakes Shape the Earth</i> , T128-T139 Interact with Sources: Explore the Infographic, Earth Erupts, T254-T255 Interact with Sources: Explore the Infographic, Lightning!, T178-T179 Drama: Preparing for the Storm, T188-T189 <i>Where Do They Go in Rain or Snow?</i> , T196-T213 Decodable Reader: <i>Fun in August</i> , T217 <i>Volcano Wakes Up!</i> , T272-T293 Cross-Curricular Perspectives: Science, Effects of a Volcano, T287 Matching Texts to Learning: <i>At the Weather Station</i> , T348
D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.	Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 <i>Maybe Something Beautiful</i> , T114-T131 Cross-Curricular Perspectives: Social Studies, Art, T122 Decodable Reader: Homes, T135 from <i>Places We Go</i> , T190-T207 Unit 4: <i>The Garden of Happiness</i> , T198-T221 <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> , T280-T303 Interact with Sources: Explore the Infographic, Look What We Can Do!, T344-T345 Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i> , T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366

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<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Seeing Stars (country/city), T20-T21 <i>How Many Stars in the Sky?</i>, T38-T55 Cross-Curricular Perspectives: Social Studies, City/Rural, T45 Cross-Curricular Perspectives: Social Studies, Urban/Suburban/Rural, T51 Decodable Reader: Homes, T135 Matching Texts to Learning: <i>We Live in Communities</i>, T187 Interact with Sources: Explore the Poem, City Sights, T248-T249 Poem: "Rudolph Is Tired of the City," T272-T273 Cross-Curricular Perspectives: Social Studies, Differences between Urban and Rural, T273 Realistic Fiction: A New Home, T326-T327 Compare Across Text: You Are Here, T388-T389</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ojibwe (clans), T112 Cross-Curricular Perspectives: Social Studies, Ojibwe (bands), T130 <i>The Abenaki</i>, T274-T287</p> <p>Unit 4: <i>Building on Nature: The Life of Antoni Gaudi</i>, T118-T139 Cross-Curricular Perspectives: Social Studies, Barcelona, T124</p>

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Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.	<p>Unit 3: <i>The Abenaki</i>, T274-T287 Academic Vocabulary: Integrate (communication), T294</p> <p>Unit 4: Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 <i>The Garden of Happiness</i>, T198-T221 Narrative Nonfiction: Biography, Shoes and Hands Across the World, T272 <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>, T280-T303 Book Club: Launch <i>John Chapman: Planter and Pioneer</i>, T446-T447</p>
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	<p>Unit 1: Decodable Reader: Homes, T135</p> <p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ice Fishing, T115 Cross-Curricular Perspectives: Social Studies, Ojibwe, T117 Cross-Curricular Perspectives: Social Studies, Wigwams, T119 Cross-Curricular Perspectives: Social Studies, Deer, T121 <i>The Abenaki</i>, T274-T287 Cross-Curricular Perspectives: Social Studies, Connect, T278 Cross-Curricular Perspectives: Social Studies, Natural Resources, T279</p> <p>Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366</p>

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<p>D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.</p>	<p>Unit 2: <i>The Seasons of Arnold's Apple Tree</i>, T188-T211</p> <p>Unit 4: <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>, T280-T303</p> <p>Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366</p>
Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.</p>	<p>Unit 2: <i>A Home on the Prairie</i>, T116-T129 <i>The Seasons of Arnold's Apple Tree</i>, T188-T211</p> <p>Unit 3: <i>The Abenaki</i>, T274-T287 Matching Texts to Learning: <i>Traditions Around the World</i>, T342 Matching Texts to Learning: <i>Traditional Clothing</i>, T343 <i>My Food, Your Food</i>, T346-T367</p> <p>Unit 5: Matching Texts to Learning: <i>Our Changing Earth</i>, T35 What is a volcano?/Mountains of lava, T56-T57 <i>How Water Shapes the Earth</i>, T116-T127 <i>How Earthquakes Shape the Earth</i>, T128-T139 Interact with Sources: Explore the Infographic, Earth Erupts, T254-T255 <i>Volcano Wakes Up!</i>, T272-T293 Cross-Curricular Perspectives: Science, Effects of a Volcano, T287</p>

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D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	Unit 3: Interact with Sources: Explore the Infographic, Traditional Foods, T328-T329 Matching Texts to Learning: <i>Traditions Around the World</i> , T342 Matching Texts to Learning: <i>Traditional Clothing</i> , T343 <i>My Food, Your Food</i> , T346-T367 Respond and Analyze: Student Interactive, Check for Understanding, T369 Reflect and Share: Talk About It, T382-T383
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	Unit 5: Matching Texts to Learning: <i>Our Changing Earth</i> , T35 What is a volcano?/Mountains of lava, T56-T57 <i>How Earthquakes Shape the Earth</i> , T128-T137 Interact with Sources: Explore the Infographic, Earth Erupts, T254-T255 <i>Volcano Wakes Up!</i> , T272-T293 Cross-Curricular Perspectives: Science, Effects of a Volcano, T287
HISTORY	
Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.K-2. Create a chronological sequence of multiple events.	Unit 1: Minilesson: Sequence, T152-T153 Matching Texts to Learning: <i>Los Angeles Over the Years</i> , T186 Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 ELL Targeted Support: Intermediate, Categorize (long ago/today), T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287 Unit 4: Minilesson: Sequence of Events, T252-T253 Unit 5: <i>Rocks!</i> T352-T367

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<p>D2.His.2.K-2. Compare life in the past to life today.</p>	<p>Unit 1: Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 ELL Targeted Support: Intermediate, Categorize (long ago/today), T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287</p>
<p>D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography (Abraham Lincoln), T112-T113 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119</p>
<p>Perspectives</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.</p>	<p>Unit 1: Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 ELL Targeted Support: Intermediate, Categorize (long ago/today), T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287</p>

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<i>Begins in grades 3-5</i>	
D2.His.6.K-2. Compare different accounts of the same historical event.	Unit 1: Conduct Research: Interview an Expert, T404-T405 Primary and Secondary Sources, T406-T407 Unit 4: Primary and Secondary Sources, T434-T435
<i>Begins in grades 9-12</i>	
<i>Begins in grades 9-12</i>	
Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.K-2. Identify different kinds of historical sources.	Unit 1: Interact with Sources: Explore the Diagram, Fighting Fires, T172-173 Cross-Curricular Perspectives: Social Studies, T192 Interact with Sources: Explore the Infographic, Two Different Places, T316-T317 Cross-Curricular Perspectives: Social Studies, Illustrations, T344 Research Articles, T400 Extend Research, Include Media, T408-T409 Unit 2: Research Articles, T418 Conduct Research: Library Database and Books, T422-T423 Unit 3: Research Articles, T418 Conduct Research: Search Online, T422-T423 Unit 4: Research Articles, T428 Conduct Research: Use a Web Site, T432-T433 Unit 5: Informational Text: The Grand Canyon (artifacts), T30-T31 Research Articles, T418 Conduct Research: Use Media to Research, T422-T423

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<p>D2.His.10.K-2. Explain how historical sources can be used to study the past.</p>	<p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 <i>The Abenaki</i>, T274-T287 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Minilesson: Biography, T32-T33 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography, T112-T113</p>
<p>D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</p>	<p>For supporting content please see:</p> <p>Unit 1: Interact with Sources: Explore the Diagram, Fighting Fires, T172-173 Cross-Curricular Perspectives: Social Studies, T192 Interact with Sources: Explore the Infographic, Two Different Places, T316-T317 Cross-Curricular Perspectives: Social Studies, Illustrations, T344 Research Articles, T400 Extend Research, Include Media, T408-T409</p> <p>Unit 2: Research Articles, T418 Conduct Research: Library Database and Books, T422-T423</p> <p>Unit 3: Research Articles, T418 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Research Articles, T428 Conduct Research: Use a Web Site, T432-T433</p> <p>Unit 5: Informational Text: The Grand Canyon (artifacts), T30-T31 Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>

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<p>D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 <i>The Abenaki</i>, T274-T287 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Minilesson: Biography, T32-T33 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography, T112-T113</p>
<p><i>Begins at grade 3-5</i></p>	
<p>Causation and Argumentation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.14.K-2. Generate possible reasons for an event or development in the past.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography (Amelia Earhart), T112-T113 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119</p>
<p><i>Begins in grades 6-8</i></p>	

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D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography (Amelia Earhart), T112-T113 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119</p>
<i>Begins in grades 3-5</i>	
DIMENSION 3, Evaluating Sources & USING EVIDENCE	
Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	<p>For supporting content please see:</p> <p>Unit 1: Interact with Sources: Explore the Diagram, Fighting Fires, T172-173 Cross-Curricular Perspectives: Social Studies, T192 Interact with Sources: Explore the Infographic, Two Different Places, T316-T317 Cross-Curricular Perspectives: Social Studies, Illustrations, T344 Research Articles, T400 Extend Research, Include Media, T408-T409</p> <p>Unit 2: Research Articles, T418 Conduct Research: Library Database and Books, T422-T423</p> <p>Unit 3: Research Articles, T418 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Research Articles, T428 Conduct Research: Use a Web Site, T432-T433</p>

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D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	Unit 1: Reflect on the Unit: My Turn, Reflect on Your Reading (fact and opinion), T411 Unit 3: ELL Targeted Support: Evaluate Information, T421 Unit 4: Reflect and Share: Write to Sources, T154-T155 Spotlight on Genre: Persuasive Text, Student Interactive, Persuasive Text (fact and opinion), T356-T357 Unit 5: Explore and Plan: Introduce Argumentative Writing, T420-T421 Collaborate and Discuss: Analyze Student Model, T424-T425
Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<i>Begins in grades 3-5</i>	
<i>Begins in grades 3-5</i>	
DIMENSION 4, Communicating Conclusions & Taking INFORMED ACTION	
Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.K-2. Construct an argument with reasons.	Unit 1: Next Steps, T407 Next Steps, T409 Unit 3: Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421 Next Steps, T425

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<p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>Unit 1: Quick Write, T20</p> <p>Unit 2: ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403 Create Poster with Media, T426</p> <p>Unit 5: Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400 Assessment, T402</p>
<p>D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.</p>	<p>Unit 1: ELL Targeted Support: Reasons, Advanced High, T403 Celebrate and Reflect: Share (Persuasive Writing), T410-T411</p> <p>Unit 4: Listening Comprehension: Persuasive Text, "Volunteering Helps Everyone," Wrap-Up, T354-T355 Introduce the Text: Preview Vocabulary, T362 Introduce the Text: First Read Strategies, T362 <i>Kids Can Be Big Helpers</i>, T363-T377 First Read: Talk, T366 ELL Targeted Support: Organizing Information, Advanced/Advanced High, T370 First Read: Look, T377</p>

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Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.K-2. Ask and answer questions about arguments.	<p>Unit 2: Minilesson: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420</p> <p>Unit 3: Minilesson: Author's Purpose, T72 Minilesson: Word Choice, T236 Explore Opinion Writing, T420</p> <p>Unit 4: Persuasive Text, T354 Close Read: Understand Persuasive Text, T368 Close Read: Understand Persuasive Text, T372</p>
D4.5.K-2. Ask and answer questions about explanations.	<p>Unit 1: Quick Write, T20</p> <p>Unit 2: ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403 Create Poster with Media, T426</p> <p>Unit 5: Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400 Assessment, T402</p>

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<p>Taking Informed Action</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, <i>We Make Our Neighborhood Better</i>, T96-T97 <i>Maybe Something Beautiful</i>, T114-T131 Cross-Curricular Perspectives: Social Studies, Art, T122 Decodable Reader: Homes, T135 from <i>Places We Go</i>, T190-T207</p> <p>Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, <i>Community Care</i>, T180-T181 Interact with Sources: Explore the Infographic, <i>Old Stuff, New Uses</i>, T262-T263 <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>, T280-T303 First Read, <i>Recycle</i>, T282, T287 <i>Kids Can Be Big Helpers</i>, T362-T377</p>

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<p>D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 <i>Maybe Something Beautiful</i>, T114-T131 Cross-Curricular Perspectives: Social Studies, Art, T122 Decodable Reader: Homes, T135 from <i>Places We Go</i>, T190-T207</p> <p>Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, Community Care, T180-T181 <i>The Garden of Happiness</i>, T198-T221 Interact with Sources: Explore the Infographic, Old Stuff, New Uses, T262-T263 <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>, T280-T303 First Read, Recycle, T282, T287 <i>Kids Can Be Big Helpers</i>, T362-T377 Interact with Sources: Explore the Infographic, Look What We Can Do!, T344-T345</p> <p>Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366</p>

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<p>D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p>Unit 1: Writing Club, T91, T167, T243 Book Club, T412-T429 Project-Based Inquiry, T400-T411</p> <p>Unit 2: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p> <p>Unit 3: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p> <p>Unit 4: Book Club, T440-T457 Project-Based Inquiry, T428-T439</p> <p>Unit 5: Book Club, T430-T447 Project-Based Inquiry, T418-T429</p>