

A Correlation of myView Literacy, Grade 2, ©2020 to the Common Core State Standards for English Language Arts and Literacy, Grade 2

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Common Core Standards for English Language Arts**. 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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READING: LITERATURE	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SI: Unit 1, Week 2, 63 / TE: Unit 1, Week 2, T117 SI: Unit 1, Week 2, 77 / TE: Unit 1, Week 2, T131 SI: Unit 1, Week 2, 81 / TE: Unit 1, Week 2, T142–T143 SI: Unit 3, Week 2, 83 SI: Unit 3, Week 5, 180 / TE: Unit 3, Week 5, T346 SI: Unit 3, Week 5, 203 / TE: Unit 3, Week 5, T368–T369 TE only: Unit 3, Week 3, T204
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	SI: Unit 3, Week 1, 22 / TE: Unit 3, Week 1, T32–T33 SI: Unit 3, Week 1, 39 / TE: Unit 3, Week 1, T52–T53 SI: Unit 3, Week 1, 40 / TE: Unit 3, Week 1, T58–T59 SI: Unit 4, Week 3, 354 / TE: Unit 4, Week 3, T228–T229 SI only: Unit 3, Week 3, 130
RL.2.3 Describe how characters in a story respond to major events and challenges.	SI: Unit 1, Week 2, 80 / TE: Unit 1, Week 2, T138–T139 SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T278 SI: Unit 2, Week 4, 353 / TE: Unit 2, Week 4, T281 SI: Unit 2, Week 4, 354 / TE: Unit 2, Week 2, T282 SI: Unit 2, Week 4, 368 / TE: Unit 2, Week 4, T300–T301

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Craft and Structure	
<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>SI: Unit 1, Week 4, 148 / TE: Unit 1, Week 4, T260 SI: Unit 3, Week 4, 136 / TE: Unit 3, Week 4, T247–T248 SI: Unit 5, Week 4, 618 / TE: Unit 5, Week 4, T300–T301 SI: Unit 5, Week 4, 622 / TE: Unit 5, Week 4, T314</p>
<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>SI: Unit 1, Week 3, 125 / TE: Unit 1, Week 3, T238–T239 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T104 SI: Unit 3, Week 2, 88 / TE: Unit 3, Week 2, T154–T155 SI only: Unit 3, Week 3, 95 TE only: Unit 1, Week 5, T328 Unit 3, Week 3, T204</p>
<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>SI: Unit 1, Week 1, 46 / TE: Unit 1, Week 1, T76–T77 SI: Unit 5, Week 3, 573 / TE: Unit 5, Week 3, T213 SI only: Unit 2, Week 4, 372 Unit 3, Week 2, 81</p>
Integration of Knowledge and Ideas	
<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>SI: Unit 1, Week 1, 29 / TE: Unit 1, Week 1, T45 SI: Unit 1, Week 1, 42–43 / TE: Unit 1, Week 1, T62–T63 SI: Unit 2, Week 3, 304 / TE: Unit 2, Week 3, T194 SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T278 SI: Unit 2, Week 4, 358 / TE: Unit 2, Week 4, T286</p>

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RL.2.8 (RL.K.8 not applicable to literature)	
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	SI: Unit 3, Week 3, 100 / TE: Unit 3, Week 3, T186–T187 SI: Unit 3, Week 3, 114 / TE: Unit 3, Week 3, T204 SI: Unit 3, Week 3, 116 / TE: Unit 3, Week 3, T206 SI: Unit 3, Week 3, 125 / TE: Unit 3, Week 3, T215 SI: Unit 3, Week 3, 128 / TE: Unit 3, Week 3, T222–T223 SI only: Unit 3, Week 3, 121
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SI: Unit 4, Week 3, 329-351 / TE: Unit 4, Week 3, T198–T221 SI: Unit 4, Week 3, 348 / TE: Unit 4, Week 3, T218 SI: Unit 5, Week 4, 591 / TE: Unit 5, Week 4, T262–T263 SI: Unit 5, Week 4, 595-615 / TE: Unit 5, Week 4, T272–T273 SI only: Unit 4, Week 3, 325
READING: INFORMATIONAL TEXT	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SI: Unit 2, Week 1, 247 / TE: Unit 2, Week 1, T68–T69 SI: Unit 2, Week 5, 403 / TE: Unit 2, Week 5, T368 SI: Unit 4, Week 1, 249 / TE: Unit 4, Week 1, T43 SI: Unit 4, Week 1, 260 / TE: Unit 4, Week 1, T54 SI: Unit 4, Week 1, 269 / TE: Unit 4, Week 1, T70–T71
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	SI: Unit 1, Week 3, 108–109 / TE: Unit 1, Week 3, T201–T202 SI: Unit 1, Week 3, 118 / TE: Unit 1, Week 3, T214–T215 SI: Unit 5, Week 5, 646 / TE: Unit 5, Week 5, T362 SI: Unit 5, Week 5, 654 / TE: Unit 5, Week 5, T374–T375

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<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>SI: Unit 2, Week 1, 4232–233 / TE: Unit 2, Week 1, T46–T47 SI: Unit 2, Week 1, 246 / TE: Unit 2, Week 1, T64–T65 SI: Unit 5, Week 1, 477 / TE: Unit 5, Week 1, T41 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T64–T65</p>
<p>Craft and Structure</p>	
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T197 SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T205 SI: Unit 2, Week 5, 395 / TE: Unit 2, Week 5, T361 SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T47 SI only: Unit 4, Week 1, 256</p>
<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>SI: Unit 2, 430 / TE: Unit 2, T448–T449 SI: Unit 2, Week 2, 277 / TE: Unit 2, Week 2, T129 SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T130–T131 SI: Unit 2, Week 2, 280 / TE: Unit 2, Week 2, T136–T137 SI: Unit 2, Week 5, 404 / TE: Unit 2, Week 5, T374–T375 SI: Unit 4, Week 6, 453/ TE: Unit 4, Week 6, T432–T433</p>
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>SI: Unit 3, Week 4, 153 / TE: Unit 3, Week 4, T281 SI: Unit 3, Week 4, 158 / TE: Unit 3, Week 4, T286 SI: Unit 3, Week 4, 162 / TE: Unit 3, Week 4, T294–T295 SI only: Unit 1, Week 3, 122 Unit 2, Week 2, 287 Unit 3, Week 4, 161</p>

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Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SI: Unit 1, Week 3, 90 / TE: Unit 1, Week 3, T172–T173 SI: Unit 2, Week 1, 216–217 / TE: Unit 2, Week 1, T20 SI: Unit 2, Week 1, 240 / TE: Unit 2, Week 1, T54 SI: Unit 4, Week 2, 310 / TE: Unit 4, Week 2, T146–T147
RI.2.8 Describe how reasons support specific points the author makes in a text.	SI: Unit 2, Week 1, 245 / TE: Unit 2, Week 1, T58 SI: Unit 4, Week 1, 256 / TE: Unit 4, Week 1, T50 SI: Unit 4, Week 5, 422 / TE: Unit 4, Week 5, T368 SI: Unit 4, Week 5, 434 / TE: Unit 4, Week 5, T384–T385 SI only: Unit 4, Week 5, 418
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	SI: Unit 5, Week 2, 516 / TE: Unit 5, Week 2, T118 SI: Unit 5, Week 2, 521 / TE: Unit 5, Week 2, T123 SI: Unit 5, Week 2, 529 / TE: Unit 5, Week 2, T131 SI: Unit 5, Week 2, 538 / TE: Unit 5, Week 2, T144–T145 TE only: Unit 1, Week 3, T224–T225 Unit 1, Week 6, T388
Range of Reading and Level of Text Complexity	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SI: Unit 3, Week 4, 148–159 / TE: Unit 3, Week 4, T276–T287 SI: Unit 4, Week 1, 242 / TE: Unit 4, Week 1, T32–T33 SI: Unit 4, Week 4, 374–395 / TE: Unit 4, Week 4, T282–T303 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T64–T65 SI: Unit 5, Week 5, 638–651 / TE: Unit 5, Week 5, T354–T367

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READING: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	SI: Unit 2, Week 2, 259 / TE: Unit 2, Week 2, T102–T103 SI: Unit 2, Week 4, 336–337 / TE: Unit 2, Week 4, T254–T258 SI: Unit 3, Week 1, 52 / TE: Unit 3, Week 1, T94–T95 SI: Unit 5, Week 6, 666 / TE: Unit 5, Week 6, T408–T409 SI only: Unit 4, Week 1, 238
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	SI: Unit 1, Week 1, 16-18 / TE: Unit 1, Week 1, T22–T25 SI: Unit 1, Week 1, 47 / TE: Unit 1, Week 1, T78–T79 SI: Unit 1, Week 2, 54-56 / TE: Unit 1, Week 2, T98–T102 SI: Unit 1, Week 2, 85 / TE: Unit 1, Week 2, T154–T155
RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	SI: Unit 2, Week 2, 285 / TE: Unit 2, Week 2, T152–T153 SI: Unit 2, Week 5, 409 / TE: Unit 2, Week 5, T390–T391 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T310–T311 SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T390–T391
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	SI: Unit 1, Week 2, 55 / TE: Unit 1, Week 2, T100 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T256 SI: Unit 2, Week 5, 381 / TE: Unit 2, Week 5, T338 SI: Unit 4, Week 2, 281 / TE: Unit 4, Week 2, T102–T105

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<p>RF.2.3.d Decode words with common prefixes and suffixes.</p>	<p>SI: Unit 1, Week 5, 161–162 / TE: Unit 1, Week 5, T320, T322, T324 SI: Unit 3, Week 1, 52–53 / TE: Unit 3, Week 1, T94–T98 SI: Unit 4, Week 3, 322–323 / TE: Unit 4, Week 3, T182–T183 SI: Unit 4, Week 4, 366–367 / TE: Unit 4, Week 4, T264–T268</p>
<p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>SI: Unit 3, Week 5, 174 / TE: Unit 3, Week 5, T330–T331 SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T390 SI: Unit 5, Week 3, 550 / TE: Unit 5, Week 3, T180–T181 SI: Unit 5, Week 3, 551 / TE: Unit 5, Week 3, T182–T183</p>
<p>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>SI: Unit 1, Week 5, 189 / TE: Unit 1, Week 5, T254 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T256–T257 SI: Unit 3, Week 1, 20 / TE: Unit 3, Week 1, T26–T27 SI: Unit 4, Week 6, 446–447 / TE: Unit 4, Week 6, T418–T419 SI: Unit 4, Week 6, 449 / TE: Unit 4, Week 6, T420–T421</p>
<p>Fluency</p>	
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SI: Unit 1, Week 2, 58 / TE: Unit 1, Week 2, T108–T109 SI: Unit 2, Week 5, 384 / TE: Unit 2, Week 5, T347 SI: Unit 4, Week 2, 284 / TE: Unit 4, Week 2, T112–T113 SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T346–T347 TE only: Unit 3, Week 3, T184</p>

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<p>RF.2.4.a Read grade-level text with purpose and understanding.</p>	<p>SI: Unit 1, Week 5, 164 / TE: Unit 1, Week 5, T328–T329 SI: Unit 2, Week 3, 296 / TE: Unit 2, Week 3, T182–T183 SI: Unit 4, Week 3, 328 / TE: Unit 4, Week 3, T198–T199 SI: Unit 4, Week 4, 370 / TE: Unit 4, Week 4, T275 TE only: Unit 1, Week 5, T336 Unit 2, Week 4, T270–T271</p>
<p>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SI: Unit 2, Week 5, 401 / TE: Unit 2, Week 5, T367 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T104–T105 SI: Unit 3, Week 2, 81 / TE: Unit 3, Week 2, T133 SI: Unit 4, Week 2, 307 / TE: Unit 4, Week 2, T139 SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T346</p>
<p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SI: Unit 1, Week 1, 32 / TE: Unit 1, Week 1, T48 SI: Unit 1, Week 3, 121 / TE: Unit 1, Week 3, T226–T227 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T230 SI: Unit 2, Week 5, 384 / TE: Unit 2, Week 5, T347 SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T47</p>
<p>WRITING</p>	
<p>Texts Types and Purposes</p>	
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T290–T291 SI: Unit 3, Week 6, 220, 222 / TE: Unit 3, Week 6, T425 SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T154–T155 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T424–T425 SI only: Unit 1, Week 6, 200–207</p>

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<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T144–T145 SI: Unit 2, Week 2, 288 / TE: Unit 2, Week 2, T160, T162–T164 SI: Unit 3, Week 4, 164 / TE: Unit 3, Week 4, T302–T303 SI: Unit 5, Week 3, 585 / TE: Unit 5, Week 3, T248</p>
<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>SI: Unit 4, Week 1, 277 / TE: Unit 4, Week 1, T94 SI: Unit 4, Week 2, 318 / TE: Unit 4, Week 2, T170–T172 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T252–T256 SI only: Unit 2, Week 1, 255</p>
<p align="center">Production and Distribution of Writing</p>	
<p>W.2.4 (W.2.4 begins in grade 3)</p>	
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.)</p>	<p>SI: Unit 1, Week 5, 191–192 / TE: Unit 1, Week 5, T380–T382 SI: Unit 1, Week 6, 207 / TE: Unit 1, Week 6, T408 SI: Unit 3, Week 6, 227 / TE: Unit 3, Week 6, T426 SI: Unit 5, Week 6, 626 / TE: Unit 5, Week 6, T426</p>
<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>SI: Unit 1, Week 3, 127 / TE: Unit 1, Week 3, T242 SI: Unit 5, Week 6, 676 / TE: Unit 5, Week 6, T426 SI: Unit 1, Week 2, 89 / TE: Unit 1, Week 2, T166 SI: Unit 3, Week 6, 223 / TE: Unit 3, Week 6, T422–T423 SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T432–T433</p>

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Research to Build and Present Knowledge	
W.2.7 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).	SI: Unit 2, Week 6, 421 / TE: Unit 2, Week 6, T418–T419 SI: Unit 2, Week 6, 423 / TE: Unit 2, Week 6, T422–T423 SI: Unit 4, Week 6, 450–458 / TE: Unit 4, Week 6, T428–T439 SI: Unit 5, Week 6, 675 / TE: Unit 5, Week 6, T424–T425
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	SI: Unit 1, Week 2, 82 / TE: Unit 1, Week 2, T146–T147 SI: Unit 1, Week 6, 203 / TE: Unit 1, Week 6, T404–T405 SI: Unit 2, Week 1, 217 / TE: Unit 2, Week 1, T20 SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T144–T145 SI: Unit 2, Week 5, 406 / TE: Unit 2, Week 5, T282–T283
W.2.9 (W.2.9 begins in grade 4)	
Range of Writing	
W.2.10 (W.2.10 begins in grade 3)	
SPEAKING AND LISTENING	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SI: Unit 2, Week 6, 420–421 / TE: Unit 2, Week 6, T418–T419 SI: Unit 3, Week 1, 42 / TE: Unit 3, Week 1, T66–T67 SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T74 SI: Unit 5, Week 1, 505 / TE: Unit 5, Week 1, T93 SI only: Unit 2, Week 2, 262
SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SI: Unit 1, Week 3, 120 / TE: Unit 1, Week 3, T222 SI: Unit 3, Week 1, 42 / TE: Unit 3, Week 1, T66 SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T74 SI: Unit 4, Week 5, 436 / TE: Unit 4, Week 5, T392

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SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	SI: Unit 1, Week 1, 44 / TE: Unit 1, Week 1, T70-T71 SI: Unit 2, Week 1, 248 / TE: Unit 2, Week 1, T72-T73 SI: Unit 4, Week 6, 458 / TE: Unit 4, Week 6, T438-T439
SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T428-T429 SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T72-T73 SI only: Unit 2, Week 6, 428
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SI: Unit 1, Unit Opener, 8 / TE: Unit 1, Unit Opener, T12 SI: Unit 2, Unit Opener, 210 / TE: Unit 2, Unit Opener, T12 SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T174-T175 SI: Unit 5, Week 1, 466-467 / TE: Unit 5, Week 1, T20
SL.2.3 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.	SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T428-T429 SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T72-T73 SI only: Unit 2, Week 6, 428 TE only: Unit 4, Week 1, T94
Presentation of Knowledge and Ideas	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SI: Unit 1, Week 6, 208 / TE: Unit 1, Week 6, T410 SI: Unit 3, Week 3, 130 / TE: Unit 3, Week 3, T230 SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T174-T175 SI only: Unit 4, Week 6, 277

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SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SI: Unit 1, Week 6, 206 / TE: Unit 1, Week 6, T408 SI: Unit 3, Week 3, 137 / TE: Unit 3, Week 3, T249 SI: Unit 4, Week 3, 363 / TE: Unit 4, Week 3, T256 SI only: Unit 3, Week 3, 95
SL.2.6 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 here for specific expectations.)	SI: Unit 2, Week 6, 428–429 / TE: Unit 2, Week 6, T428–T429 SI: Unit 5 Week 1, 498 / TE: Unit 5, Week 1, T72–T73 SI: Unit 5, Week 3, 578 / TE: Unit 5, Week 3, T228–T229 SI only: Unit 4, Week 4, 356
LANGUAGE	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T156–T157 SI: Unit 2 Week 4, 375 / TE: Unit 2, Week 4, T234 SI: Unit 3, Week 5, 211 / TE: Unit 3, Week 5, T398 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T335–T336 SI: Unit 4, Week 4, 406 / TE: Unit 4, Week 4, T337–T338
L.2.1.a Use collective nouns (e.g., <i>group</i>).	SI: Unit 2, Week 5, 410 / TE: Unit 2, Week 5, T393 TE only: Unit 2, Week 5, T392
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	SI: Unit 2, Week 2, 286 / TE: Unit 2, Week 2, T154–T155 TE only: Unit 2, Week 3, T236
L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	SI: Unit 4, Week 5, 440 / TE: Unit 4, Week 5, T402–T403 SI: Unit 5, Week 5, 661 / TE: Unit 5, Week 5, T398 TE only: Unit 4, Week 4, T335–T336

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<p>L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>SI: Unit 3, Week 3, 134 / TE: Unit 3, Week 3, T241 TE only: Unit 3, Week 4, T312</p>
<p>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>SI: Unit 3, Week 5, 210 / TE: Unit 3, Week 5, T392–T393 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T84–T85 SI: Unit 4, Week 2, 316 / TE: Unit 4, Week 2, T164–T165 SI: Unit 4, Week 5, 441 / TE: Unit 4, Week 5, T408 SI: Unit 5, Week 4, 625 / TE: Unit 5, Week 4, T324</p>
<p>L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T80–T81 SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T156–157 SI: Unit 1, Week 3, 124 / TE: Unit 1, Week 3, T232–T233 SI: Unit 3, Week 4, 169 / TE: Unit 3, Week 4, T318 SI: Unit 5, Week 4, 626–627 / TE: Unit 5, Week 4, T327–T328</p>
<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T80–T81 SI: Unit 1, Week 4, 154 / TE: Unit 1, Week 4, T300–T301 SI: Unit 2, Week 5, 411 / TE: Unit 2, Week 5, T398 SI: Unit 4, Week 5, 442 / TE: Unit 4, Week 5, T409 SI: Unit 5, Week 3, 582 / TE: Unit 5, Week 3, T238–T239</p>

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<p>L.2.2.a Capitalize holidays, product names, and geographic names.</p>	<p>SI: Unit 2, Week 3, 330 / TE: Unit 2, Week 3, T236 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T334, T336 SI: Unit 4, Week 6, 456–457 / TE: Unit 4, Week 6 T436–T437 SI only: Unit 5, Week 5, 659 TE only: Unit 5, Week 4, T312–T313</p>
<p>L.2.2.b Use commas in greetings and closings of letters.</p>	<p>SI: Unit 4, Week 3, 360 / TE: Unit 4, Week 3, T246–T247 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T334 SI: Unit 4, Week 6, 456 / TE: Unit 4, Week 6 T436</p>
<p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>SI: Unit 1, Week 2, 155 / TE: Unit 1, Week 2, T306–T307 SI: Unit 2, Week 1, 251 / TE: Unit 2, Week 1, T80 SI: Unit 2, Week 4, 374 / TE: Unit 2, Week 4, T318–T319 SI: Unit 5, Week 2, 544 / TE: Unit 5, Week 2, T162–T163 TE only: Unit 5, Week 3, T238</p>
<p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>SI: Unit 3, Week 4, 140 / TE: Unit 3, Week 4, T258–T259 SI: Unit 3, Week 4, 141 / TE: Unit 3, Week 4, T260–T261 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T310–T311</p>
<p>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T164–T165 SI: Unit 1, Week 5, 190 / TE: Unit 1, Week 5, T374–T375 TE only: Unit 4, Week 5, T409</p>

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Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SI: Unit 2, Week 4, 375–377 / TE: Unit 2, Week 4, T324–T328 SI: Unit 4, Week 3, 358 / TE: Unit 4, Week 3, T242–T243 SI: Unit 4, Week 4, 405–406 / TE: Unit 4, Week 4, T336–T337 SI only: Unit 5, Week 6, 671 Unit 5, Week 6, 678–679
L.2.3.a Compare formal and informal uses of English	TE only: Unit 3, Week 6, T426 Unit 4, Week 3, T246–T247 Unit 4, Week 6, T436
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T148 SI: Unit 2, Week 4, 357 / TE: Unit 2, Week 4, T285 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T202 SI: Unit 5, Week 1, 468 / TE: Unit 5, Week 1, T22–T23 SI: Unit 5, Week 1, 469 / TE: Unit 5, Week 1, T24 SI: Unit 5, Week 5, 642 / TE: Unit 5, Week 5, T358
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T197 SI: Unit 2, Week 1, 226 / TE: Unit 2, Week 1, T40 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T230 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T234 SI: Unit 4, Week 3, 338 / TE: Unit 4, Week 3, T208

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<p>L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>SI: Unit 4, Week 4, 366 / TE: Unit 4, Week 4, T264 SI: Unit 4, Week 4, 367 / TE: Unit 4, Week 4, T266–T267 SI: Unit 4, Week 4, 401 / TE: Unit 4, Week 4, T322 SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T312–T313 TE only: Unit 2, Week 3, T216</p>
<p>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>SI: Unit 2, Week 4, 371 / TE: Unit 2, Week 4, T312–T313 SI: Unit 3, Week 2, 89 / TE: Unit 3, Week 2, T156–T157 SI: Unit 3, Week 4, 165 / TE: Unit 3, Week 4, T306–T307 SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T312–T313</p>
<p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>SI: Unit 1, Week 1, 40 / TE: Unit 4, Week 1, T56–T57 SI: Unit 2, Week 6, 416–417 / TE: Unit 2, Week 6, T408–T409 SI: Unit 2, Week 6, 419 / TE: Unit 4, Week 6, T410–T411 TE only: Unit 2, Week 6, 412–T413 Unit 2, Week 6, T414 Unit 2, Week 6, T416</p>
<p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T208–T209 SI: Unit 1, Week 5, 182 / TE: Unit 1, Week 5, T350–T351 SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T130–T131 SI: Unit 2 Week 6, 430 / TE: Unit 2 Week 6, T448–T449 SI: Unit 5 680 / TE: Unit 5 T448–T449</p>

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<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>SI: Unit 2, Week 1, 249 / TE: Unit 2, Week 1, T76–T77 SI: Unit 2, Week 4, 366 / TE: Unit 2, Week 4, T94–T95 SI: Unit 3, Week 1, 43 / TE: Unit 3, Week 1, T70–T71 SI: Unit 3, Week 2, 87 / TE: Unit 3, Week 2, T152–T153 SI: Unit 5, Week 1, 499 / TE: Unit 5, Week 1, T76–T77</p>
<p>L.2.5.a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>	<p>SI: Unit 1, Week 2, 78 / TE: Unit 2, Week 1, T132 SI: Unit 1, Week 4, 152 / TE: Unit 1, Week 4, T296–T297 SI: Unit 2, Week 3, 328 / TE: Unit 2, Week 3, T232</p>
<p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T164–T165 SI: Unit 1, Week 4, 146 / TE: Unit 1, Week 4, T276–T277 SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T148 SI: Unit 4, Week 1, 266 / TE: Unit 4, Week 1, T60–T61</p>
<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>SI: Unit 1, Week 4, 133 / TE: Unit 1, Week 4, T255 SI: Unit 2, Week 3, 322 / TE: Unit 2, Week 3, T212–T213 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T84–T85 SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T154–T155</p>