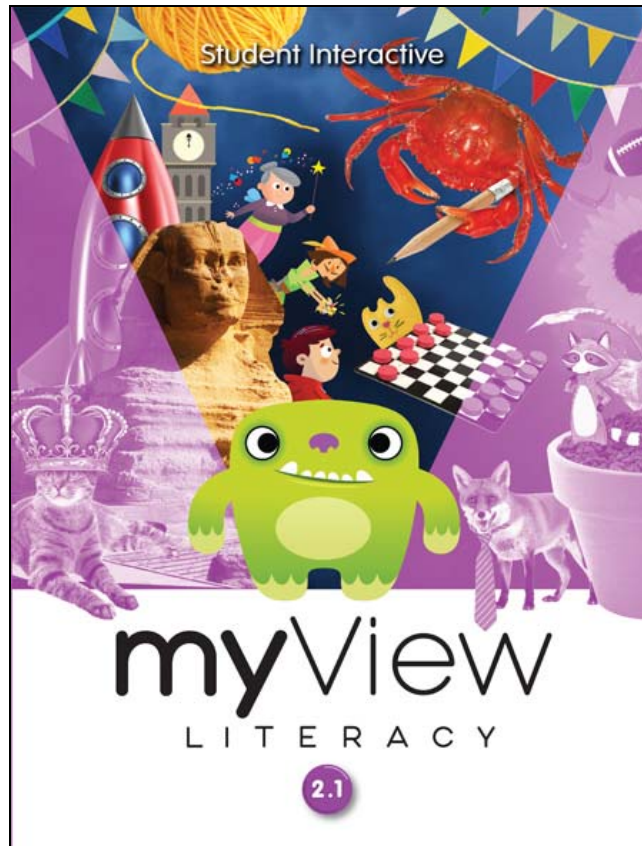


A Correlation of



©2020, Grade 2

To the

**Colorado Academic Standards
for Reading, Writing,
and Communicating**

SAVVAS

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Introduction

This document demonstrates how ***myView Literacy*, ©2020** meets the **Colorado Academic Standards for Reading, Writing, and Communicating**. Correlation page references are to the Teacher 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, Writing, and Communicating	
Second Grade	
Standard 1. Oral Expression and Listening	
1. Engage in dialogue and learn new information through active listening.	
Evidence Outcomes - Students Can:	
<p>a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)</p> <p>ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)</p> <p>iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)</p>	<p>Unit 1: Minilesson: Talk About It, T70 Writing Club, T91 Writing Club, T167 Writing Club, T243</p> <p>Unit 2: Minilesson: Talk About It, T72 Explore the Infographic, T334 Informational Text, T344</p> <p>Unit 3: Minilesson: Talk About It, T66 Minilesson: Talk About It, T382</p> <p>Unit 4: Minilesson: Talk About It, T74 Minilesson: Talk About It, T392</p> <p>Unit 5: Informational Text, T30 Minilesson: Talk About It, T72 ELL Targeted Support: Seek Clarification, T72 Informational Text, T108 Minilesson: Talk About It, T382</p>
<p>b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) *</p>	<p>Unit 1: Realistic Fiction, T30</p> <p>Unit 2: Informational Text, T30</p> <p>Unit 3: Traditional Tales: Fables, T30</p> <p>Unit 4: Narrative Nonfiction: Biography, T30</p> <p>Unit 5: Informational Text, T30 Minilesson: Talk About It, T228</p>
<p>c. Ask and answer questions about what a</p>	<p>Unit 1:</p>

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<p>speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)</p>	<p>Realistic Fiction, T30 Unit 3: Traditional Tales: Fables, T30 Celebrate and Reflect: Share, T428 Unit 5: Minilesson: Talk About It, T72 Celebrate and Reflect: Share, T428</p>
<p>2. Deliver presentations while maintaining focus on topic and be prepared to discuss.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)</p>	<p>Unit 1: Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 Unit 2: Celebrate and Reflect: Share, T428 Unit 3: Share Back, T165 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Celebrate and Reflect: Share, T428 Unit 4: Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 Unit 5: Celebrate and Reflect: Share, T428</p>
<p>b. Contribute knowledge to a small group or class discussion to develop a topic.</p>	<p>Unit 1: Project-Based Inquiry: Collaborate and Discuss, T407</p>

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	Celebrate and Reflect: Share, T410 Unit 2: Celebrate and Reflect: Share, T428 Unit 3: Share Back, T165 Celebrate and Reflect: Share, T428 Unit 4: Celebrate and Reflect: Share, T438 Unit 5: Celebrate and Reflect: Share, T428
c. Maintain focus on the topic.	Unit 1: Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 Unit 2: Celebrate and Reflect: Share, T428 Unit 3: Share Back, T165 Celebrate and Reflect: Share, T428 Unit 4: Celebrate and Reflect: Share, T438 Unit 5: Celebrate and Reflect: Share, T428
d. 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. (CCSS: SL.2.5)	Unit 1: Celebrate and Reflect: Share, T410 Unit 3: Minilesson: Apply Audio Recording, T250 Unit 4: Minilesson: Celebration, T411 Unit 5: Celebrate and Reflect: Share, T428
e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)	Unit 1: Celebrate and Reflect: Share, T410 Student Interactive: Share, T411 Unit 3: Celebrate and Reflect: Share, T428

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	Student Interactive: Share, T429
<p>f. Use content-specific vocabulary to ask questions and provide information. *</p>	<p>Unit 1: Questioning, T111, T117, T129, T131, T142-T143 Celebrate and Reflect: Share, TT410</p> <p>Unit 2: Questioning, T35, T43, T49, T57, T68-T69 Celebrate and Reflect: Share, T428</p> <p>Unit 4: Questioning, T35, T43, T49, T54, T57, T70-T71 Celebrate and Reflect: Share, T438</p>
Standard 2. Reading for All Purposes	
1. Apply specific skills to comprehend and fluently read literary texts.	
Evidence Outcomes - Students Can:	
<p>a. Use Key Ideas and Details to:</p> <p style="padding-left: 20px;">i. Demonstrate use of self-monitoring comprehension</p>	<p>Unit 1: Read, T38 First Read: Ask, T42</p>

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<p>strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.</p> <p>ii. Ask and answer such questions as who, what, where, when, why, how to demonstrate understanding of key details in a text. (CCSS: RL.2.1)</p> <p>iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)</p> <p>iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)</p> <p>(Continued)</p>	<p>Respond and Analyze, My View, T56 Describe and Understand Characters, T110 Respond and Analyze, My View, T132 Minilesson: Character Traits, T138 Realistic Fiction, T30 Monitor Comprehension, T263, T275, T286–T287 Make and/or Confirm Predictions, T331, T338, T341, T342, T360–T361 Close Read: Describe and Understand Plot Elements, T347 Close Read: Describe and Understand Plot Elements, T349 Describe and Understand Plot Elements, T356–T357 Unit 2: Make and/or Confirm Predictions, T113, T122, T140–T141 First Read: Ask, T193 First Read: Ask, T196 First Read: Read, T211 Check for Understanding, T213 Describe and Understand Characters, T266 First Read: Ask, T275 First Read: Talk, T279 First Read: Ask, T280 Close Read: Describe and Understand Characters, T281 First Read: Read, T285 First Read: Ask, T286 First Read: Read, T289 First Read: Ask, T290 First Read: Talk, T293</p> <p>(Continued) Respond and Analyze, My View, T294 Describe and Understand Characters, T300–T301 Close Read: Determine Key Ideas, T355 Close Read: Determine Key Ideas, T366 Unit 3: Explore the Infographic, T20 Traditional Tales: Fables, T30 Minilesson: Traditional Tales: Fables, T32</p>

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<p>(Continued)</p>	<p>Identify Fables, T34 Strategy Group: Identify Fables, T36 First Read: Ask, T41 First Read: Ask, T46 Close Read: Determine Key Ideas, T49 First Read: Read, T49 First Read: Ask, T50 Traditional Tales: Legend, T102 Identify Legends, T106 First Read: Talk, T133 Identify Folktales, T188 First Read: Talk, T215 Unit 4: Reread A Place to Play, T189 Realistic Fiction, T190 Read, T198 Read, T198 First Read: Talk, T203 First Read: Read, T209 First Read: Talk, T213 Close Read: Create New Understandings, T216 First Read: Read, T221 Respond and Analyze, My View, T222 Minilesson: Determine Theme, T228 Strategy Group: Determine Theme, T230 Monitor Comprehension, T359, T367, T370, T377, T388–T389</p> <p>(Continued)</p> <p>Unit 5: Read The Best Place, T29 Reread A Small Tree in a Big Wind, T187 ReRead Lizard's Move, T263 First Read: Ask, T290 First Read: Ask, T291 Monitor Comprehension, T35, T42, T46, T48, T68– T69</p>
<p>b. Use Craft and Structure to:</p>	<p>Unit 1:</p>

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<p>i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)</p> <p>ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)</p> <p>iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)</p> <p>iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry</p>	<p>Fluency, T30 Possible Teaching Point: Read Like a Writer: Author's Craft, T46 Figurative Language, T52, T121, T270 Minilesson: Explore the Structure of Fiction, T238 Minilesson: Poetry, T260 Spotlight on Genre: Realistic Fiction, T328-T329 Possible Teaching Point: Read Like a Writer: Author's Craft, T338 Minilesson: Describe and Understand Plot Elements, T356 Unit 2: Figurative Language, T50 Possible Teaching Point: Read Like a Writer: Author's Craft, T283 Possible Teaching Point: Read Like a Writer: Author's Craft, T274 Possible Teaching Point: Read Like a Writer: Author's Craft, T290 Possible Teaching Point: Read Like a Writer: Author's Craft, T291 Check for Understanding, T295 Minilesson: Dialogue, T314 Writing Workshop, T315</p>
(Continued)	<p>(Continued) Unit 3: Close Read: Determine Key Ideas, T41 Figurative Language, T55 Minilesson: Story Structure, T154 Possible Teaching Point: Read Like a Writer: Author's Craft, T194 Possible Teaching Point: Read Like a Writer: Author's Craft, T197 Minilesson: Explore Alliteration, T247 Independent Writing, T247 Share Back, T247 Share Back, T248</p>

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	<p>Unit 4: Possible Teaching Point: Read Like a Writer: Author's Craft, T47 Possible Teaching Point: Read Like a Writer: Author's Craft, T54 Figurative Language, T55, T80–T81, T125, T128, T130, T131, T136, T284, T287 Possible Teaching Point: Read Like a Writer: Author's Craft, T208 Minilesson: Sequence of Events, T252 Minilesson: Explore Conclusion, T253 Read Like a Writer, Write for a Reader, T324-T325</p> <p>Unit 5: Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Close Read: Fluency, T213 Figurative Language, T284, T290 Minilesson: Explain Patterns and Structures, T300</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p> <p>ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)</p>	<p>Unit 1: Close Read: Describe and Understand Setting, T41 First Read: Look, T41 Close Read: Describe and Understand Setting, T45 Close Read: Use Text Evidence, T46 First Read: Look, T49 First Read: Look, T51 Close Read: Describe and Understand Setting, T51 First Read: Look, T53 Minilesson: Setting, T62 Close Read: Describe and Understand Plot Elements, T337 Minilesson: Describe and Understand Plot Elements, T356</p> <p>Unit 2: First Read: Read, T198</p>

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	<p>Unit 3: First Read: Look, T48 Read and Compare, T206-T207 Compare and Contrast Stories, T222-T223 Reflect and Share, T230-T231</p> <p>Unit 5: Close Read: Identify Elements of Drama, T198</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p style="padding-left: 40px;">i. 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. (CCSS: RL.2.10)</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Matching Texts to Learning (Leveled Readers) T38-T39 Read, T114-T131</p> <p>Matching Texts to Learning (Leveled Readers) T262-T263 Read, T266-T275</p> <p>Unit 2: Matching Texts to Learning (Leveled Readers) T184-T185 Read, T188-T211 Check for Understanding, T213 Matching Texts to Learning (Leveled Readers) T266-T267 Read, T270-T293</p> <p>Unit 3: Matching Texts to Learning (Leveled Readers) T34-T35</p>

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	Matching Texts to Learning (Leveled Readers) T106-T107 Read, T110-TT133 Matching Texts to Learning (Leveled Readers) T188-T189 Unit 4: Matching Texts to Learning (Leveled Readers) T194-T195 Read, T198-T221 Close Read: Create New Understandings, T216 Unit 5: Matching Texts to Learning (Leveled Readers) T192-T193 Read, T196-T213 Matching Texts to Learning (Leveled Readers) T268-T269 Read, T272-T293
2. Apply specific skills to comprehend and fluently read informational texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to: <ul style="list-style-type: none"> i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)* ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2) iii. Summarize the main idea using relevant and significant details in a variety of texts. * iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3) 	Unit 1: Identify Main Idea, T186 First Read: Talk, T197 First Read: Look, T203 Minilesson: Identify Main Idea, T214-T215 Unit 2: Close Read: Ask and Answer Questions, T43 First Read: Ask, T44 First Read: Look, T45 First Read: Read, T46 Close Read: Ask and Answer Questions, T49 First Read: Ask, T50 First Read: Look, T51 First Read: Look, T52 Close Read: Ask and Answer Questions, T57 My View, T58 Minilesson: Generate Questions, T68 First Read: Ask, T120 Cross-Curricular Perspectives: Science, T120

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(Continued)	<p>Topic and Main Idea, T160 Check for Understanding, T213 Summarize, T218, T378 Unit 3: First Read: Ask, T280 First Read: Ask, T284 Close Read: Discuss Author's Purpose, T286 Summarize, T287, T365 Procedural Text, T338 Think Aloud, T338, T339 Minilesson: Multimodal Text, T340 Unit 4: Close Read: Ask and Answer Questions, T49 Wrap-Up, T111 Close Read: Ask and Answer Questions, T57 Read, T280 First Read: Read, T364 Summarize, T217, T294 Close Read: Understand Persuasive Text, T364 Close Read: Understand Persuasive Text, T372</p> <p>(Continued) Unit 5: Wrap-Up Main Idea and Details, T31 First Read: Ask, T45 First Read: Ask, T49 First Read: Ask, T53 First Read: Ask, T56 Minilesson: Describe Connections, T64 ELL Minilesson Support: How-To Books, T87 How-To Books, T88 How-To Books: Instructions, T89 Minilesson: Generate Ideas, T91 Summarize, T127, T137 First Read: Ask, T136 My View, T138 First Read: Ask, T274 Minilesson: Informational Text, T346 Close Read: Identify Main Idea, T367 Minilesson: Identify Main Idea, T374-T375</p>
<p>b. Use Craft and Structure to: i. Determine the meaning of words</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the</p>

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<p>and phrases in a text relevant to <a grade 2 topic or subject area. (CCSS: RI.2.4)</p> <p>ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5)</p> <p>iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)</p> <p>iv. Read text to perform a specific task such as follow a recipe or play a game. *</p>	<p>following:</p> <p>Unit 1: Read Like a Writer, T46 Introduce the Text: Preview Vocabulary, T190 Minilesson: Develop Vocabulary, T208</p> <p>Unit 2: Academic Vocabulary, T14-T15 Minilesson: Develop Vocabulary, T58 First Read: Look, T126 Possible Teaching Point: Read Like a Writer: Author's Craft, T121 Close Read: Text Features, T126 Minilesson: Text Features, T136 Minilesson: Explore Text Features, T245 Introduce the Text: Preview Vocabulary, T352 Minilesson: Use Text Features, T374 Whole Group, T377 Strategy Group: Determine Key Ideas, T380</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: Introduce the Text: Preview Vocabulary, T274-T275 Possible Teaching Point: Read Like a Writer: Author's Craft, T283 Minilesson: Author's Purpose, T294 Minilesson: Text Structure, T308 Minilesson: Understand Text Features, T374 Minilesson: Organizing Information, T388</p> <p>Unit 4: Minilesson: Develop Vocabulary, T60 Close Read: Use Text Features, T121 Close Read: Use Text Features, T128 Close Read: Use Text Features, T136 Minilesson: Develop Vocabulary, T140 Minilesson: Use Text Features, T146 Strategy Group: Use Text Features, T148 Minilesson: Develop Vocabulary, T304 First Read: Look, T365 First Read: Look, T368 First Read: Ask, T370 First Read: Read, T373 First Read: Look, T377</p>

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	<p>Minilesson: Develop Vocabulary, T378 Minilesson: Understand Persuasive Text, T384 Unit 5: First Read: Look, T52 Close Read: Vocabulary in Context, T53 Close Read: Vocabulary in Context, T55 Minilesson: Develop Vocabulary, T58 How Graphic Features Support Purpose, T78-T79 Close Read: Vocabulary in Context, T136 Close Read: Vocabulary in Context, T358 Close Read: Vocabulary in Context, T366</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) *</p> <p>i. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)</p> <p>ii. Compare and contrast the most important points presented by two texts on the same topic.(CCSS: RI.2.9)</p>	<p>Unit 1: Strategy Group: Compare Texts, T72 Whole Group, T73 Interact with Sources: Explore the Diagram, T172-T173 Interact with Sources: Explore the Infographics, T316-T317 Unit 2: Interact with Sources: Explore the Diagram, T20-T21 Strategy Group: Compare Texts, T74 Whole Group, T75 Interact with Sources: Explore the Infographics, T98-T99 Whole Group, T147 Minilesson: Apply Develop Details, T162 Minilesson: Informational Text, T346 Possible Teaching Point: Read Like a Writer: Author's Craft, T356 Minilesson: Use Text Features, T374 Strategy Group: Compare Texts, T384 Minilesson: Graphic Features, T388 Critical Literacy: Challenge the Text, T420 Unit 3: Minilesson: Author's Purpose, T72 Interact with Sources: Explore the Infographics,</p>

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(Continued)	<p>T92-T93 Minilesson: Word Choice, T236 Interact with Sources: Explore the Infographics, T256-T257 Possible Teaching Point: Read Like a Writer: Author's Craft, T284 Explore Opinion Writing, T420</p> <p>(Continued)</p> <p>Unit 4: First Read: Ask, T42 First Read: Look, T44 Strategy Group: Compare Texts, T76 Interact with Sources: Explore the Infographics, T100-T101 First Read: Ask, T121 Strategy Group: Compare Texts, T156 Interact with Sources: Explore the Infographics, T262-T263 First Read: Look, T291 Strategy Group: Compare Texts, T320 Persuasive Text, T354 Close Read: Understand Persuasive Text, T368 Close Read: Understand Persuasive Text, T372 Minilesson: Monitor Comprehension, T388 Strategy Group: Compare Texts, T394 Compare Across Texts, T416</p> <p>Unit 5: Strategy Group: Compare Texts, T74 Interact with Sources: Explore the Infographics, T98-T99 Close Read: Compare and Contrast Texts, T118 Close Read: Compare and Contrast Texts, T123 Close Read: Compare and Contrast Texts, T130 Minilesson: Compare and Contrast Texts, T144</p>

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	<p>Strategy Group: Compare and Contrast TEXTS, T146 Strategy Group: Compare Texts, T154 Interact with Sources: Explore the Infographics, T254-T255 Minilesson: Monitor Comprehension, T388 Strategy Group: Compare Texts, T384</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <ul style="list-style-type: none"> i. Adjust reading rate according to type of text and purpose for reading. ii. 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. (CCSS: RI.2.10)* 	<p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p>Unit 1: Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T68 Reading Workshop: Matching Texts to Learning T186-T187 Read, T190-T207</p> <p>Unit 2: Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T57 Reading Workshop: Matching Texts to Learning T112-T113 Read, T116-TT129 Fluency: Accuracy/Oral Reading Rate and Accuracy, T214 Fluency: Accuracy/Oral Reading Rate and Accuracy, T224</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T122 Cross-Curricular Perspectives: Social Studies, T129 Reading Workshop: Matching Texts to Learning T270-T271 Read, T274-TT287</p>

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<p>(Continued)</p>	<p>Reading Workshop: Matching Texts to Learning T342-T343 Fluency: Rate/Oral Reading Rate and Accuracy, T372 Fluency: Prosody/Oral Reading Rate and Accuracy, T412</p> <p>(Continued)</p> <p>Unit 4: Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T59 Reading Workshop: Matching Texts to Learning T276-T277 Read, T280-T303 Fluency, T354 Fluency: Accuracy/Oral Reading Rate and Accuracy, T390</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T57 Identify Reading Workshop: Matching Texts to Learning T112-T113 Read, T116-T137 Fluency, T188 Fluency, T264 Fluency, T344</p>

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3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3) i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) * ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) * iii. Read multisyllabic words accurately and fluently. * iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) * vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) * 	<p>Unit 1: Phonological Awareness: Long and Short Vowels, T22 Phonics: Long and Short Vowels, T22 ELL Targeted Support: Long and Short Vowels, T23 Minilesson: Phonics: Decode Words with Short Vowels, T24 Minilesson: Phonics: Review Long and Short Vowels, T28 Foundational Skills Extension: Long and Short Vowels, T53 Strategy Group: Decode Words with Short Vowels, T58 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T68 Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Long Vowels, T98 ELL Targeted Support: Long Vowels, T99 Phonics: Decode Words with Long Vowels, T100 Formative Assessment Options, T101 Strategy Group: Decode Words with Long Vowels: CVCE, T134</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2:</p> <p>Minilesson: Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102</p> <p>Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102</p> <p>Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104</p> <p>Fluency: Rate/Oral Reading Rate and Accuracy, T134</p> <p>Minilesson: Phonics: Write Words with Vowel Digraph ie, T174</p> <p>Minilesson: Phonics: Decode Words with Long e, T256</p> <p>Minilesson: Phonics: Decode and Write Words with Long e, T256</p> <p>Minilesson: Phonics: Long e: ee, ea, ey, y, T258</p> <p>Phonics: Words with Long o: o, oa, ow, T336</p> <p>ELL Targeted Support: Changing Phonemes, T337</p> <p>Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338</p> <p>Minilesson: Phonics: Long o: o, oa, ow, T340</p> <p>Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: Minilesson: Phonics: Decode Words with Long i: l, ie, i_e, igh, y, T22 ELL Targeted Support, Vowel Patterns, T24 Minilesson: Phonics: Review Long i: l, ie, i_e, igh, y, T26 Read Rabbit's Kite, T28 Word Work Strategy Group: Decode Words with Long l Spelled i, ie, i_e, igh, y, T54 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, 146 Fluency: Rate/Oral Reading Rate and Accuracy, T220 Possible Teaching Point: Academic Vocabulary: Word Parts, T281 Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330 ELL Targeted Support: Vowel Teams, T331 Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332</p>

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(Continued)	<p>(Continued)</p> <p>Unit 4: Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83 Minilesson: Phonics: Decode Words with Open Syllables V/CV, T102 ELL Targeted Support: Open Syllables V/CV, T103 Minilesson: Phonics: Decode and Write Words with Open Syllables V/CV, T104 Phonics: Open Syllables V/CV, T106 Read Spider's Web, T108 Possible Teaching Point: Language & Conventions, T126 Word Work Strategy Group: Open Syllables V/CV, T142 Minilesson: Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or, T182 Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184 Phonics: Suffixes -ly, -ful, -er, -less, -or, T186 Possible Teaching Point: Language & Conventions, T200 Possible Teaching Point: Language & Conventions, 205 Possible Teaching Point: Language & Conventions, 213 Fluency: Accuracy/Oral Reading Rate and Accuracy, T234 Lessons 2-5: Irregular Verbs, T240-T241 Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264 Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258 Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266 Phonics: Prefixes un-, re-, pre-, dis-, T268 Minilesson: Phonics: Decode /s/ Spelled c; /j/</p>

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<p>(Continued)</p>	<p>Spelled g or dge, T408 Phonics: Write /s/ Spelled c; /j/ Spelled g or dge, T408</p> <p>(Continued) Unit 5: Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180 ELL Targeted Support: Spelling Patterns, T181 Minilesson: Phonics: Decode and Write Words with aw, au, augh, al, T182 Phonics: Review Words with Vowel Sound Spelled au, aw, augh, al, T184 Fluency, T264 Fluency, T344 Close Read: Fluency, T367</p>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)</p> <p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)</p> <p>iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. *</p>	<p>Unit 1: Fluency, T30 Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35 Read, T38-T55 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T68 Fluency, T108 Fluency: Rate/Oral Reading Rate and Accuracy, T136 Matching Texts to Learning: Guided Reading Instruction Prompts, T186-T187 Read, T190-T207 Academic Vocabulary: Context Clues, T200 First Read: Read, T192, T198 First Read: Talk, T204 Fluency: Accuracy/Oral Reading Rate and Accuracy, T220 Minilesson: Context Clues, T226 Minilesson: Oral Language, T368</p>

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<p>(Continued)</p>	<p>(Continued) Unit 2: Fluency, T108 Matching Texts to Learning: Guided Reading Instruction Prompts, T112-T113 Read, T116-T129 Close Read: Vocabulary in Context, T120 Fluency: Rate/Oral Reading Rate and Accuracy, T134 Fluency, T180 First Read: Read, T190 Possible Teaching Point: Academic Vocabulary: Context Clues, T190 Possible Teaching Point: Academic Vocabulary: Context Clues, T195 First Read: Read, T199 Close Read: Vocabulary in Context, T203 Possible Teaching Point: Academic Vocabulary: Context Clues, T209 Fluency: Accuracy/Oral Reading Rate and Accuracy, T214 Fluency: Accuracy/Oral Reading Rate and Accuracy, T224 Minilesson: Context Clues, T230 Fluency, T262 Matching Texts to Learning: Guided Reading Instruction Prompts, T266-T267 Read, T270-T293</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Close Read: Vocabulary in Context, T47 Fluency, T110 Matching Texts to Learning: Guided Reading Instruction Prompts, T114-T115 Read, T118-T139 Close Read: Vocabulary in Context, T123 Fluency: Rate/Oral Reading Rate and Accuracy, T152 Possible Teaching Point: Academic Vocabulary: Context Clues, T200 Fluency: Accuracy/Oral Reading Rate and Accuracy, T234 Minilesson: Context Clues, T240 Matching Texts to Learning: Guided Reading Instruction Prompts, T276-T277 Read, T280-T303 First Read: Read, T282, T286 Fluency, T354 Read, T362 Close Read: Vocabulary in Context, T374 Fluency: Accuracy/Oral Reading Rate and Accuracy, T386 Fluency: Accuracy/Oral Reading Rate and Accuracy, T390</p> <p>(Continued)</p>

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	<p>Unit 5: Fluency, T29 Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35 Read, T37-T57 Close Read: Vocabulary in Context, T53 Fluency, T108 Close Read: Vocabulary in Context, T136 Fluency: Prosody/Oral Reading Rate and Accuracy, T150 Fluency, T188 Possible Teaching Point: Academic Vocabulary: Context Clues, T203 Possible Teaching Point: Academic Vocabulary: Context Clues, T209 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Fluency: Rate/Oral Reading Rate and Accuracy, T218 Minilesson: Context Clues, T232 Fluency, T264 Fluency, T344 Matching Texts to Learning: Guided Reading Instruction Prompts, T348-T349 Read, T352-T367 Close Read: Fluency, T367</p>
<p>c. Compare formal and informal uses of English. (CCSS: L.2.3a)</p>	<p>Unit 1: Minilesson: Apply End Punctuation and Apostrophes, T307 Write for a Reader, T426 ELL Targeted Support: Formal Language, T427 Unit 4: Peer Review, T436 Unit 5: Write for a Reader, T426 ELL Targeted Support, T427</p>
<p>d. Determine or clarify the meaning of unknown and multiple-meaning words</p>	<p>Unit 1: Possible Teaching Point: Academic Vocabulary:</p>

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<p>and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p> <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell. (CCSS: L.2.4b)</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional. (CCSS: L.2.4c)</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark. (CCSS: L.2.4d) *</p> <p>v. Create new words by combining base words with affixes to connect known words to new words. *</p> <p>vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)</p>	<p>Related Words, T43</p> <p>Possible Teaching Point: Academic Vocabulary: Related Words, T47</p> <p>Minilesson: Develop Vocabulary, T56</p> <p>Strategy Group: Develop Vocabulary, T60</p> <p>Minilesson: Related Words, T74</p> <p>Academic Vocabulary: Context Clues, T200</p> <p>Minilesson: Develop Vocabulary, T208</p> <p>Student Interactive: Develop Vocabulary, T209</p> <p>Strategy Group: Develop Vocabulary, T212</p> <p>Minilesson: Context Clues, T226</p> <p>Strategy Group: Develop Vocabulary, T354</p> <p>Unit 2:</p> <p>First Read: Look, T54</p> <p>Minilesson: Related Words, T76</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T190</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T195</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T197</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T201</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T204</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T205</p> <p>Possible Teaching Point: Academic Vocabulary: Word Parts, T293</p> <p>Strategy Group: Develop Vocabulary, T372</p> <p>Minilesson: Phonics: Decode Compound Words, T408</p> <p>Decode and Spell, T408</p> <p>Strategy Group: Compound Words, T412</p> <p>Phonics: Compound Words, T414</p> <p>Phonics: Review Compound Words, T416</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3:</p> <p>Close Read: Vocabulary in Context, T42</p>

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<p>(Continued)</p>	<p>Minilesson: Phonics: Decode Words with Comparative Endings, T94 Close Read: Vocabulary in Context, T200 Possible Teaching Point: Academic Vocabulary: Context Clues, T201 Possible Teaching Point: Academic Vocabulary: Context Clues, T210 Minilesson: Develop Vocabulary, T216 Minilesson: Context Clues, T234 Possible Teaching Point: Academic Vocabulary: Word Parts, T282 Minilesson: Develop Vocabulary, T288 Formative Assessment Options: Option 2, T289 Strategy Group: Develop Vocabulary, T292 Close Read: Vocabulary in Context, T364 Lesson 4: Compound Words, T411 Minilesson: Phonics: Spiral Review: Compound Words, T416 Unit 4: Close Read: Vocabulary in Context, T47 Possible Teaching Point: Academic Vocabulary: Related Words, T53 Academic Vocabulary: Related Words, T78 Close Read: Vocabulary in Context, T123 Minilesson: Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or, T182 Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184 Phonics: Suffixes -ly, -ful, -er, -less, -or, T186 Possible Teaching Point: Academic Vocabulary: Context Clues, T200 Minilesson: Context Clues, T240 Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264 Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266 Phonics: Prefixes un-, re-, pre-, dis-, T268</p> <p>(Continued) Word Work Group Strategy: Words with Prefixes, T306 Minilesson: Word Parts, T322</p>

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	<p>Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis-, T326-T327 Close Read: Vocabulary in Context, T374 Strategy Group: Develop Vocabulary, T382 Unit 5: Academic Vocabulary: Related Words, T41 Academic Vocabulary: Related Words, T50 Academic Vocabulary: Related Words, T54 Minilesson: Related Words, T76 Possible Teaching Point: Academic Vocabulary: Context Clues, T199 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Minilesson: Context Clues, T232 Possible Teaching Point: Academic Vocabulary: Word Parts, T276 Minilesson: Word Parts, T312 Possible Teaching Point: Read Like a Writer: Author's Craft, T359</p>
<p>e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)</p> <p>i. Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy. (CCSS: L.2.5a)</p> <p>ii. Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl, and close related adjusted; thin, slender, skinny, scrawny. (CCSS: L.2.5b)</p>	<p>Unit 1: Preview Vocabulary, T334 Unit 4: ELL Targeted Support: Vocabulary, T60 Strategy Group: Develop Vocabulary, T64 Preview Vocabulary, T118 Possible Teaching Point: Academic Vocabulary: Oral Language, T368 Unit 5: Preview Vocabulary, T116 Possible Teaching Point: Academic Vocabulary: Synonyms, T132 Possible Teaching Point: Academic Vocabulary: Synonyms, T135 Close Read: Make Connections, T290</p>
<p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that</p>	<p>Unit 1: Possible Teaching Point: Academic Vocabulary: Oral Language, T337 Possible Teaching Point: Academic Vocabulary: Oral Language, T341</p>

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	Close Read: Vocabulary in Context, T55 Minilesson: Develop Vocabulary, T58 Close Read: Vocabulary in Context, T136 Close Read: Vocabulary in Context, T358 Close Read: Vocabulary in Context, T366
Standard 3: Writing and Composition	
1. Write pieces on a topic or book that state opinions and give supporting reasons.	
Evidence Outcomes - Students Can:	
a. Introduce the topic or book they are writing about. (CCSS: W.2.1)	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
b. State an opinion. (CCSS: W.2.1)	Unit 3: Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421
c. Supply reasons that support the opinion. (CCSS: W.2.1)	Unit 3: Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421 Conduct Research, T422
d. Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)	Unit 3: ELL Targeted Support: Linking Words, T425
e. Provide a concluding statement or section. (CCSS: W.2.1)	Unit 3: Write a Thank You Note, T426-T427
2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	
Evidence Outcomes - Students Can:	
a. Introduce a topic. (CCSS: W.2.2)	Unit 1: Quick Write, T20 Unit 2:

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	ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403 Create Poster with Media, T426 Unit 5: Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400 Assessment, T402
b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)	Unit 5: How-to Book, T84-T93, T164-T173, T240-T249, T320-T329, T394-T403
c. Provide a concluding statement or section. (CCSS: W.2.2)	Unit 2: Introduction and Conclusion, T242 Unit 5: Explore Introduction and Conclusion, T247
d. Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format.	Unit 3: Write a Thank You Note, T426-T427 Unit 5: How-to Book, T84-T93, T164-T173, T240-T249, T320-T329, T394-T403
e. Organize informational texts using main ideas and specific supporting details.	Unit 2: Organizing Details, T241 Explore Organize Details, T243 Apply Organize Details, T244
f. Apply appropriate transition words to writing.	Unit 5: Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248
g. Writers use technology to support the writing process.	Unit 2: Create Poster with Media, T426

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3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	
Evidence Outcomes - Students Can:	
a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)	Unit 3: Independent Writing, T401 Minilesson: Publish and Celebrate, T401 Unit 4: Minilesson: Explore Problem and Resolution, T173 Minilesson: Apply Problem and Resolution, T174 Minilesson: Sequence of Events, T252 Independent Writing, T252 Writing Support, T252 Minilesson: Explore Conclusion, T253 Minilesson: Apply Conclusion, T254 Minilesson: Explore Details, T255 Minilesson: Apply Details, T256
b. Use temporal words to signal event order. (CCSS: W.2.3)	Unit 4: Minilesson: Sequence of Events, T252
c. Provide a sense of closure. (CCSS: W.2.3)	Unit 4: Minilesson: Explore Conclusion, T253 Minilesson: Apply Conclusion, T254
d. Write simple, descriptive poems.	Unit 3: Poetry, T78-T87, T160-T169, T242-T251, T314-T323, T394-T403
e. Write with precise nouns, active verbs, and descriptive adjectives.	Unit 4: Explore Details, T255 Apply Details, T256 Explore Pronouns, T335 Apply Pronouns, T356 Explore Compound Subjects and Predicates, T337 Explore Compound Subjects and Predicates, T338
f. Apply knowledge about structure and craft gained from mentor text to narrative writing.	Unit 4: Personal Narratives: Setting and Plot, T89 Minilesson: Explore Problem and Resolution, T173

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	Minilesson: Apply Problem and Resolution, T174 Minilesson: Sequence of Events, T252
g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).	Unit 4: Personal Narratives: Character, T91 Explore the Main Character: You, T171 Apply the Main Character: You, T172
4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.	
Evidence Outcomes - Students Can:	
<p>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)</p> <p>i. Use collective nouns (for example: group. (CCSS: L.2.1a)</p> <p>ii. Use reflexive pronouns (for example: myself, ourselves. (CCSS: L.2.1c)</p> <p>iii. Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told. (CCSS: L.2.1d)</p> <p>iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)</p> <p>v. Apply accurate subject-verb agreement while writing.</p> <p>vi. produce, expand, and rearrange complete simple and compound sentences (for example:</p>	<p>Unit 1: Spelling Assessment, T79, T155, T231, T299, T373, T393 Simple, T80-T81 Compound Sentence, T194, T199, T232-T233</p> <p>Unit 2: Spelling Assessment, T81, T153, T235, T317, T391, T411 Lessons 2-5: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236 Subject-Verb Agreement, T324, T399 Lessons 2-5: Collective Nouns, T392-T393</p> <p>Unit 3: Spelling Assessment, T75, T157, T239, T311, T391, T411 Lesson 1: Collective Nouns, T76 Possible Teaching Point: Language and Conventions: Irregular Verbs, T200</p>

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<p>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy. (CCSS: L.2.1f)</p> <p style="padding-left: 40px;">vii. Vary sentence beginnings.</p> <p style="padding-left: 40px;">viii. Spell high-frequency words correctly.</p> <p>(Continued)</p>	<p>Possible Teaching Point: Language and Conventions: Irregular Verbs, T205</p> <p>Possible Teaching Point: Language and Conventions: Irregular Verbs, T213</p> <p>Lessons 2-5: Irregular Verbs, T240-T241</p> <p>Lesson 1: Irregular Verbs, T312</p> <p>Subject-Verb Agreement, T285, T312-T313</p> <p>Possible Teaching Point: Academic Vocabulary: Adverbs, T367</p> <p>Lessons 2-5: Adverbs, T392-T393</p> <p>(Continued)</p> <p>Unit 4:</p> <p>Spelling Assessment, T83, T163, T245, T327, T401, T421</p> <p>Lesson 1: Adverbs, T84</p> <p>Language & Conventions: Adjectives and Adverbs, T84-T85</p> <p>Lesson 1: Adjectives and Adverbs, T164</p> <p>Lessons 2-5: Comparative and Superlative Adjectives, T164-T165</p> <p>Lesson 1: Comparative and Superlative Adjectives, T246</p> <p>Minilesson: Explore Pronouns, T335</p> <p>Possible Teaching Point: Language & Conventions: Reflexive Pronouns, T376</p> <p>Lessons 2-5: Reflexive Pronouns, T402-T403</p> <p>Edit for Adjectives and Adverbs, T408</p> <p>Unit 5:</p> <p>Spelling Assessment, T81, T161, T237, T317, T391, T411</p> <p>Lesson 1: Reflexive Pronouns, T82</p> <p>Minilesson: Edit for Pronouns, T398</p>

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<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)</p> <p>i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)</p> <p>ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)</p> <p>iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)</p> <p>iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d)</p> <p>v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)</p>	<p>Unit 1: Lesson 4: Create Words CVCe to CVC, T155 Writing Support, T306 Minilesson: Explore End Punctuation and Apostrophes, T306 Minilesson: Apply End Punctuation and Apostrophes, T307 Independent Writing, T307 Writing Support, T307 Share Back, T307 Lessons 2-5: Use Resources to Spell Words, T374-T375</p> <p>Unit 2: Phonics: Contractions, T22 Minilesson: Phonics: Decode Words with Contractions, T24 Minilesson: Phonics: Decode and Write Contractions, T24 Minilesson: Phonics: Contractions, T26 Minilesson: Phonics: Review Contractions, T28 Lessons 2-5: Spell Words with Contractions, T80-T81 Lesson 1: Use Resources to Spell Words, T82</p>

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(Continued)	<p>Minilesson: Phonics: Spiral Review: Contractions, T106 Lesson 4: Contractions, T153 Lessons 2-5: Language & Conventions: Possessive Nouns, T318-T319 Lesson 1: Possessive Nouns, T392 Unit 3: Minilesson: Develop Vocabulary, T288 Minilesson: Edit for Nouns, T398 Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>, T408 Phonics: /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, T414 Phonics: Review Words with /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, 416</p> <p>(Continued)</p> <p>Unit 4: Possible Teaching Point: Read Like a Writer: Author's Craft, T52 Lessons 2-5: Commas in Dates and Letters, T246-T247 Lesson 1: Use Commas in Dates, Greetings, and Closings, T328 Minilesson: Capitalization and Commas, T334 Lessons 2-5: Spell Words with Spelling Pattern VCCV, T400-T401 Write a Letter, T436</p> <p>Unit 5: Lessons 2-5: Language & Conventions: Contractions, T162-T163 Spelling: Spell Words with <i>aw</i>, <i>au</i>, <i>augh</i>, <i>al</i>, T236-T237 Lesson 1: Contractions, T238 Lessons 2-5: Spell Words Correctly, T392-T393 ELL Targeted Support: Edit for Capitalization, T397 Minilesson: Edit for Capitalization, T399 Spelling: Spell Words with Final Stable Syllables Consonant -le, -tion, -sion, T410-T411 Revise and Edit, T426</p>

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<p>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)</p>	<p>Unit 1: Minilesson: Peer Edit, T380 Writing Support, T380 Independent Writing, T380 Share Back, T380 Minilesson: Incorporate Feedback, T381 Writing Support, T381 Independent Writing, T381 Minilesson: How to Write a Final Draft, T382 Writing Support, T382 Independent Writing, T382 Share Back, T382</p> <p>Unit 2: Steps To Writing Independently, T321 Minilesson: Edit for Commas in a Series, T398 Minilesson: Edit for Complete Sentences with Subject-Verb Agreement, T399</p> <p>Unit 3: Minilesson: Revise Drafts by Rearranging Words, T318 Minilesson: Edit for Nouns, T398 Minilesson: Edit for Prepositions and Prepositional Phrases, T399</p> <p>Unit 4: Minilesson: Edit for Adjectives and Adverbs, T408 Minilesson: Edit for Spelling, T409</p>

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	Revise and Edit, T436 Peer Review, T436 Unit 5: Minilesson: Edit for Pronouns, T398 Minilesson: Edit for Capitalization, T399 Independent Writing, T400 Revise and Edit, T426
d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)	Unit 1: Minilesson: Digital Tools Authors Use, T242 Writing Support, T242 Share Back, T242 Unit 2: Minilesson: Celebrate, T401 Unit 5: ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428
Standard 4. Research Inquiry and Design	
1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	
Evidence Outcomes - Students Can:	
a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)	Unit 1: Conduct Research: Interview an Expert, T404-T405 Unit 2: Inquire: Introduce the Project, T418 Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426 Unit 3: Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 Unit 4:

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	Inquire: Introduce the Project, T428 Conduct Research: Use a Web Site, T432 Extend Research: Write a Letter, T436 Unit 5: Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422
b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).	Unit 1: Conduct Research: Interview an Expert, T404-T405 Unit 2: Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426 Unit 3: Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 Unit 4: Conduct Research: Use a Web Site, T432 Extend Research: Write a Letter, T436 Unit 5: Conduct Research: Use Media to Research, T422
c. Identify a specific question and gather information for purposeful investigation and inquiry.	Unit 1: Inquire, T400-T401 Explore and Plan, T402-T403 Unit 2: Inquire, T418-T419 Explore and Plan, T420-T421 Unit 3: Inquire, T418-T419 Explore and Plan, T420-T421 Unit 4: Inquire, T428-T429 Explore and Plan, T430-T431 Unit 5: Inquire, T418-T419 Explore and Plan, T420-T421

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<p>d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.</p>	<p>Unit 1: Conduct Research: Interview an Expert, T404-T405 Unit 2: Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426 Unit 3: Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 Unit 4: Conduct Research: Use a Web Site, T432 Extend Research: Write a Letter, T436 Unit 5: Conduct Research: Use Media to Research, T422</p>
<p>e. Use a variety of multimedia sources to answer questions of interest.</p>	<p>Unit 2: Conduct Research: Library Database and Books, T422-423 Unit 3: Key Words and Search Engines, T422-T423 Unit 4: Navigating Web Sites, T432-T433 Unit 5: Conduct Research: Use Media to Research, T422</p>

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<p>f. Ask primary questions of depth and breadth.</p>	<p>Unit 1: Conduct Research: Interview an Expert, T404-T405 Unit 2: Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426 Unit 3: Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 Unit 4: Conduct Research: Use a Web Site, T432 Extend Research: Write a Letter, T436 Unit 5: Conduct Research: Use Media to Research, T422</p>
<p>g. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T192 Research Articles, T400 Conduct Research: Interview an Expert, T404-T405 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: Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>