

A Correlation of  
**myView Literacy**  
Grade 2, ©2020



**Indiana Academic Standards**  
**English Language Arts**  
**Grade 2**

**SAVVAS**

# **A Correlation of myView Literacy ©2020, Grade 2 To the Indiana Academic Standards English/Language Arts**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Indiana Academic 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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<b>Indiana Academic Standards English/Language Arts</b>	<b>myView Literacy ©2020 Teacher’s Edition</b>
<b>2.RF Reading: Foundations</b>	
2.RF.1 Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	Foundational reading skills are taught throughout the myView program. Please see references under the specific components of reading below.
<b>2.RF.2 Print Concepts</b>	
2.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
<b>2.RF.3 Phonological Awareness</b>	
2.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.2 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
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2.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
<b>2.RF.4 Phonics</b>	

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<p>2.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p>	<p><b>Unit 4:</b>            Phonics: Decode Words with Closed Syllables VC/V, T22-T23            Phonics: Decode and Write Words with Closed Syllables VC/V, T24-T25            Phonics: Closed Syllables VC/V, T26            Phonics: Decode Words with Open Syllables V/CV, T102-T103            Phonics: Decode Words with Open Syllables V/CV, T104-T105            Phonics: Open Syllables V/CV, T106            Minilesson: Phonics: Decode Words with Syllable Pattern VCCV, T346            Minilesson: Phonics: Decode and Write Words with Syllable Pattern VCCV, T348            Phonics: Syllable Pattern VCCV, T350            Word Work Strategy Group: SYLLABLE PATTERN VCCV, T380            Word Work Activity: BUILD WORDS WITH LETTER TILES, T381            Minilesson: Phonics: Spiral Review: Words with Syllable Pattern VCCV, T426  <b>Unit 5:</b>            Minilesson: Phonics: Decode and Write Words with Syllable Pattern VCCCV, T258            Phonics: Review Syllable Pattern VCCCV, T260</p>

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<p>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p><b>Unit 1:</b>            Minilesson: Phonics: Decode and Write Words with Short Vowels, T24            Strategy Group: DECODE WORDS WITH SHORT VOWELS, T58            Word Work Activity: Build Words with Letter Tiles, T59            LESSONS 1-5: Short Vowels, T78-T79            Phonics: Review Long Vowels, T104            Minilesson: Phonics: Spiral Review Short Vowels, T104</p> <p><b>Unit 2:</b>            Phonics: Decode Words with Long e Spelled ee, ea, ey, and y, T254            Minilesson: Phonics: Long e: ee, ea, ey, y, T258            Phonics: Words with Long o: o, oa, ow, T336            Strategy Group: WORDS WITH LONG o SPELLED o, oa, ow, T370            Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391</p> <p><b>Unit 3:</b>            Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22            Minilesson: Phonics: Decode and Write Words with Long i: i, ie, i_e, igh, y, T24            Minilesson: Phonics: Review Long i: i, ie, i_e, igh, y, T26            Read Rabbit’s Kite, T28            Word Work Strategy Group: DECODE WORDS WITH LONG i SPELLED i, ie, i_e, igh, y, T54            Word Work Activity: BUILD WORDS WITH LETTER TILES, T55</p>

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<p>2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).</p>	<p><b>Unit 1:</b>            Minilesson: High-Frequency Words, T27            Decodable Reader, T59            Minilesson: High-Frequency Words, T103            Minilesson: High-Frequency Words, T255            Minilesson: High-Frequency Words, T323</p> <p><b>Unit 2:</b>            Minilesson: High-Frequency Words, T27            Lesson 1: Contractions and High Frequency Words different and between, T80            Minilesson: High-Frequency Words, T105            Minilesson: High-Frequency Words, T177            Minilesson: High-Frequency Words, T341</p> <p><b>Unit 3:</b>            Minilesson: High-Frequency Words, T27            Decodable Reader, T55            Minilesson: High-Frequency Words, T99            Decodable Reader, T137            Minilesson: High-Frequency Words, T181            Minilesson: High-Frequency Words, T263            Minilesson: High-Frequency Words, T335</p> <p><b>Unit 4:</b>            Minilesson: High-Frequency Words, T27</p> <p><b>Unit 5:</b>            Strategy Group: DEVELOP VOCABULARY, T218            Lessons 1-3, 5: Spell Abbreviations, T390-T391            Lesson 4: Abbreviations, T411            Phonics: Spiral Review Abbreviations, T416</p>
<p>2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).</p>	<p><b>Unit 1:</b>            Academic Vocabulary: Related Words, T74</p> <p><b>Unit 2:</b>            Possible Teaching Point: Academic Vocabulary: Related Words, T47            Possible Teaching Point: Academic Vocabulary: Related Words, T55</p>

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<p>2.RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.</p>	<p><b>Unit 1:</b>            Minilesson: Develop Vocabulary, T56            Strategy Group: DEVELOP VOCABULARY, T60            Strategy Group: DECODE AND WRITE WORDS WITH INFLECTED ENDINGS -s, -es, -ed, -ing, T352</p> <p><b>Unit 2:</b>            Minilesson: Phonics: Decode Words with Contractions, T24            Minilesson: Phonics: Decode and Write Contractions, T24            Minilesson: Phonics: Review Contractions, T28            ELL Target Support, Contractions, T49            Strategy Group: CONTRACTIONS, T60            Decodable Reader, T61            Lessons 2-5: Spell Words with Contractions, T80-T81            Language &amp; Conventions: Possessive Nouns, T318-T319            Lessons 2-3, 5: Spell Compound Words, T410-T411            Phonics: Compound Words, T416</p> <p><b>Unit 3:</b>            Possible Teaching Point: Academic Vocabulary: Word Parts, T281            Lesson 4: Compound Words, T410            Minilesson: Phonics: Spiral Review: Compound Words, T416</p> <p><b>Unit 4:</b>            Minilesson: Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or, T182            Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184            Phonics: Suffixes -ly, -ful, -er, -less, -or, T186            Word Work Strategy Group: DECODE WORDS WITH SUFFIXES, T224            Word Work Activity: BUILD WORDS WITH LETTER TILES, T225            Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264            Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266            Phonics: Prefixes un-, re-, pre-, dis-, T268            Word Work Activity: BUILD WORDS WITH LETTER TILES, T307            Academic Vocabulary: Word Parts, T322</p>



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<p><b>Continued</b> 2.RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.</p>	<p><b>Continued</b> <b>Unit 5:</b> Lesson 1: Contractions, T238 ELL Access: Word Parts, T312</p>
<p><b>2.RF.5 Fluency</b> 2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>Unit 1:</b> FLUENCY, T30 Fluency: ACCURACY/ORAL READING RATE AND ACCURACY, T358 Fluency: RATE/ORAL READING RATE AND ACCURACY, T362 <b>Unit 2:</b> FLUENCY, T262 Close Read: Fluency, T367 <b>Unit 3:</b> FLUENCY, T337 Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T370 <b>Unit 4:</b> Fluency, T62 Fluency, Rate, T144 Fluency, T190 Fluency: PROSODY, T271 <b>Unit 5:</b> Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T150 FLUENCY, T188 FLUENCY, T264 Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T302</p>

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<b>2.RL Reading: Literature</b>	
<p>2.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>Unit 1:</b> Identify Realistic Fiction, T34 Identify Poetry, T262 Identify Realistic Fiction, T330</p> <p><b>Unit 2:</b> Identify Realistic Fiction, T184 Identify Fiction, T266</p> <p><b>Unit 3:</b> Identify Fables, T34 Identify Legends, T106 Read Perfect!, T182 Identify Folktales, T188 Identify Multimodal Text, T342</p> <p><b>Unit 4:</b> Identify Realistic Fiction, T194</p> <p><b>Unit 5:</b> Identify Drama, T192 Reading Workshop: Genre SMALL GROUP Lesson 1, T194-T195 Strategy Group: IDENTIFY DRAMA, T194 Reading Workshop: Matching Texts to Learning SMALL GROUP D1, T268-T269 Identify Poetry, T268 Reading Workshop: Matching Texts to Learning SMALL GROUP Lesson 1, T348-T349</p>
<b>2.RL.2 Key Ideas and Textual Support</b>	

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<p>2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<p><b>Unit 1:</b>            First Read: Ask, T42            Respond and Analyze, myView, T56            Respond and Analyze, myView, T132</p> <p><b>Unit 2:</b>            First Read: Ask, T196            First Read: Read, T211            My View, T212            Check for Understanding, T213            First Read: Ask, T286            First Read: Ask, T290            Respond and Analyze, myView, T294            Close Read: Determine Key Ideas, T355            Close Read: Determine Key Ideas, T366</p> <p><b>Unit 3:</b>            First Read: Ask, T41            First Read: Read, T45            Close Read: Determine Key Ideas, T45            Close Read: Determine Key Ideas, T49            First Read: Read, T49            First Read: Ask, T50            Minilesson: Determine Key Ideas, T62            Respond and Analyze, myView, T216</p> <p><b>Unit 4:</b>            Reread A Place to Play, T189            Realistic Fiction, T190            Read, T198            Close Read: Create New Understandings, T216            Respond and Analyze, myView, T222</p> <p><b>Unit 5:</b>            Read The Best Place, T29            Reread Lizard's Move, T263            First Read: Ask, T290            First Read: Ask, T291</p>

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<p>2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Unit 1:</b> Spotlight on Genre: Realistic Fiction, T32-T33 Teacher-Led Options, T36-T37</p> <p><b>Unit 3:</b> Explore the Infographic, T20 Traditional Tales: Fables, T30 Wrap-Up: Interactive, T31 Minilesson: Traditional Tales: Fables, T32 Identify Fables, T34 Strategy Group: IDENTIFY FABLES, T36 Whole Group, T37 CROSS-CURRICULAR PERSPECTIVES: Social Studies, T40 Traditional Tales: Legend, T102 Identify Legends, T106 First Read: Talk, T133 Spotlight on Genre: Folktales, T186-T187 Identify Folktales, T188 Teacher-Led Options, T190-T191</p>
<p>2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p><b>Unit 1:</b> Describe and Understand Characters, T110 Describe and Understand Characters, T138-T139 Close Read: Describe and Understand Plot Elements, T347 Close Read: Describe and Understand Plot Elements, T349 Describe and Understand Plot Elements, T356-T357</p> <p><b>Unit 2:</b> Describe and Understand Characters, T266 Close Read: Describe and Understand Characters, T281 Describe and Understand Characters, T300-T301</p> <p><b>Unit 3:</b> Strategy Group: Identify Fables, T36</p>

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<p>2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p><b>Unit 1:</b> Close Read: Make and Confirm Predictions, T338 Close Read: Make and Confirm Predictions, T341 Close Read: Make and Confirm Predictions, T342 Whole Group, T363 Make and Confirm Predictions, T360-T361</p> <p><b>Unit 2:</b> Make and Confirm Predictions, T140-T141</p> <p><b>Unit 4:</b> Close Read: Confirm or Adjust Predictions, T284 First Read: Ask, T290 Close Read: Confirm or Adjust Predictions, T290 First Read: Ask, T294 Close Read: Confirm or Adjust Predictions, T297 Make and Confirm Predictions, T314-T315</p> <p><b>Unit 5:</b> First Read: Read, T199 Close Read: Confirm or Adjust Predictions, T201 Close Read: Confirm or Adjust Predictions, T205 Close Read: Confirm or Adjust Predictions, T208 Close Read: Confirm or Adjust Predictions, T212 Minilesson: Confirm or Adjust Predictions, T224-T225 Strategy Group: CONFIRM OR ADJUST PREDICTIONS, T226</p>
<p><b>2.RL.3 Structural Elements and Organization</b></p>	
<p>2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><b>Unit 1:</b> Spotlight on Genre: Realistic Fiction, T328-T329 Describe and Understand Plot Elements, T356-T357</p> <p><b>Unit 3:</b> Minilesson: Story Structure, T154</p> <p><b>Unit 4:</b> Sequence of Events, T252 Explore Conclusion, T253</p>

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2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<p><b>Unit 1:</b> Fluency, T30 Possible Teaching Point: Read Like a Writer: Author's Craft, T46 Possible Teaching Point: Read Like a Writer: Author's Craft, T338</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T274 Possible Teaching Point: Read Like a Writer: Author's Craft, T291 Check for Understanding, T295 Minilesson: Dialogue, T314 Writing Workshop, T315</p> <p><b>Unit 3:</b> Close Read: Determine Key Ideas, T41</p>
<b>2.RL.4 Synthesis and Connection of Ideas</b>	
2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p><b>Unit 1:</b> First Read: Look, T41 First Read: Look, T49 First Read: Look, T51 First Read: Look, T53 Minilesson: Setting, T62</p> <p><b>Unit 2:</b> First Read: Read, T198</p> <p><b>Unit 3:</b> First Read: Look, T48</p>
2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<p><b>Unit 3</b> Read and Compare, T206-T207 Compare and Contrast Stories, T222-T223 Reflect and Share, T230-T231</p>
<b>2.RN Reading: Nonfiction</b>	

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<p>2.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>Unit 1:</b> Identify Informational Text, T186</p> <p><b>Unit 2:</b> Identify Informational Text, T34 First Read: Read, T53 First Read: Read, T55 Identify Informational Text, T112 Identify Informational Text, T348</p> <p><b>Unit 3:</b> Identify Informational Text, T270 Identify Multimodal Text, T342</p> <p><b>Unit 4:</b> Identify Narrative Nonfiction, T34 Identify Biographies, T114 Identify Biographies, T276 Identify Persuasive Text, T358</p> <p><b>Unit 5:</b> Identify Informational Text, T34 Identify Informational Text, T112 Reading Workshop: Genre SMALL GROUP Lesson 1, T194-T195 Reading Workshop: Matching Texts to Learning SMALL GROUP D1, T268-T269 Reading Workshop: Matching Texts to Learning SMALL GROUP Lesson 1, T348-T349 Identify Informational Text, T348</p>
<p><b>2.RN.2 Key Ideas and Textual Support</b></p>	

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<p>2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<p><b>Unit 2:</b>            Close Read: Ask and Answer Questions, T43            First Read: Ask, T44            First Read: Look, T45            First Read: Read, T46            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            Strategy Group: ASK AND ANSWER QUESTIONS, T70            Whole Group, T71            Check for Understanding, T213</p> <p><b>Unit 3:</b>            First Read: Ask, T280            First Read: Ask, T284</p> <p><b>Unit 4:</b>            Close Read: Ask and Answer Questions, T49            Close Read: Ask and Answer Questions, T57            Read, T280            Close Read: Understand Persuasive Text, T372</p> <p><b>Unit 5:</b>            First Read: Ask, T45            First Read: Ask, T53            First Read: Ask, T56            First Read: Ask, T136            My View, T138            First Read: Ask, T274</p>



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<p>2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<p><b>Unit 1:</b> Identify Main Idea, T186 First Read: Talk, T197 First Read: Look, T203 Identify Main Idea, T214-T215</p> <p><b>Unit 2:</b> Share Back, T89 Independent Writing, T89 Writing Support, T89 Topic and Main Idea, T160</p> <p><b>Unit 3:</b> Close Read: Discuss Author's Purpose, T286</p> <p><b>Unit 4:</b> First Read: Read, T364</p> <p><b>Unit 5:</b> Wrap-Up Main Idea and Details, T31 Ask: Talk, T123 Close Read: Identify Main Idea, T367 Identify Main Idea, T374-T375 Strategy Group: IDENTIFY MAIN IDEA, T376</p>
<p>2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<p><b>Unit 2:</b> CROSS-CURRICULAR PERSPECTIVES: Science, T120</p> <p><b>Unit 3:</b> Procedural Text, T338-T339 Think Aloud, T338, T339</p> <p><b>Unit 5:</b> ELL Minilesson Support, How-To Books, T87 How-To Books, T88 How-To Books: Instruction, T88 Generate Ideas, T91</p>
<p><b>2.RN.3 Structural Elements and Organization</b></p>	

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2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<p><b>Unit 2:</b> Use Text Features and Graphics, T136-T137 Explore Text Features, T245 Use Text Features, T374-T375</p> <p><b>Unit 3:</b> Possible Teaching Point: Read Like a Writer: Author’s Craft, T283 Minilesson: Text Structure, T308 Close Read: Understand Text Features, T360 Author’s Craft, T361 Understand Text Features, T374-T375 Minilesson: Organizing Information, T388</p> <p><b>Unit 4:</b> Close Read: Use Text Features, T121 Close Read: Use Text Features, T128 Close Read: Use Text Features, T133 Close Read: Use Text Features, T135 Close Read: Use Text Features, T136 Minilesson: Use Text Features, T146-T147 Strategy Group: USE TEXT FEATURES, T148 First Read: Look, T367 First Read: Look, T368 First Read: Ask, T370 First Read: Look, T372 First Read: Read, T373 First Read: Look, T377</p>
2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<p><b>Unit 2:</b> Wrap-Up: Cause/Effect, T31 Close Read: Identify Text Structure, T44 Close Read: Identify Text Structure, T50 Close Read: Identify Text Structure, T53</p> <p><b>Unit 3:</b> Multimedia Text, T340</p> <p><b>Unit 5:</b> Possible Teaching Point: Read Like a Writer: Author’s Craft, T55 Minilesson: Cause and Effect, T158 Possible Teaching Point: Read Like a Writer: Author’s Craft, T360</p>

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<p>2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.</p>	<p><b>Unit 1:</b> Read Like a Writer, T46</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T121</p> <p><b>Unit 3:</b> Minilesson: Author's Purpose, T294</p> <p><b>Unit 4:</b> Minilesson: Understand Persuasive Text, T384</p> <p><b>Unit 5:</b> How Graphic Features Support Purpose, T78-T79</p>
<p><b>2.RN.4 Synthesis and Connection of Ideas</b></p>	
<p>2.RN.4.1 Describe how an author uses facts to support specific points in a text.</p>	<p><b>Unit 2:</b> Minilesson: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420</p> <p><b>Unit 3:</b> Minilesson: Author's Purpose, T72 Minilesson: Word Choice, T236 Explore Opinion Writing, T420</p> <p><b>Unit 4:</b> Persuasive Text, T354 Close Read: Understand Persuasive Text, T368 Close Read: Understand Persuasive Text, T372</p>

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<p>2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Unit 1:</b> Strategy Group: COMPARE TEXTS, T72 Whole Group, T73</p> <p><b>Unit 2:</b> Whole Group, T147 Strategy Group: COMPARE TEXTS, T384</p> <p><b>Unit 4:</b> Strategy Group: COMPARE TEXTS, T76 Strategy Group: COMPARE TEXTS, T156 Strategy Group: COMPARE TEXTS, T394</p> <p><b>Unit 5:</b> Strategy Group: COMPARE TEXTS, T74 Close Read: Compare and Contrast Texts, T118 Close Read: Compare and Contrast Texts, T126 Close Read: Compare and Contrast Texts, T130 Close Read: Compare and Contrast Texts, T131 Minilesson: Compare and Contrast Texts, T144 Strategy Group: COMPARE AND CONTRAST TEXTS, T146 Strategy Group: COMPARE TEXTS, T154 Strategy Group: COMPARE TEXTS, T384</p>
<p>2.RN.4.3 Standard begins at sixth grade.</p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.</p>
<p><b>2.RV Reading: Vocabulary</b></p>	

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<p>2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T41 Possible Teaching Point: Academic Vocabulary: Related Words, T43 Possible Teaching Point: Academic Vocabulary: Related Words, T48 Minilesson: Related Words, T74</p> <p><b>Unit 2:</b> Academic Vocabulary, T14-T15 Close Read, Vocabulary in Context, T40 Develop vocabulary, T212-T213 Academic Vocabulary, T230</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Oral Language, T349 Possible Teaching Point: Academic Vocabulary: Oral Language, T353 Possible Teaching Point: Academic Vocabulary: Oral Language, T359</p> <p><b>Unit 4:</b> Academic Vocabulary, T14-T15 Academic Vocabulary: Context Clues, T200 Close Read, Vocabulary in Context, T208 Academic Vocabulary: Context Clues, T240</p> <p><b>Unit 5:</b> Academic Vocabulary, T14-T15 Possible Teaching Point: Academic Vocabulary, T199 Academic Vocabulary: Context Clues, T232 Academic Vocabulary, T386</p>
<p><b>2.RV.2 Vocabulary Building</b></p>	

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<p>2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p><b>Unit 1:</b> Academic Vocabulary: Context Clues, T200 Minilesson: Context Clues, T226</p> <p><b>Unit 2:</b> Close Read: Vocabulary in Context, T120 Use Text Features and Graphics, T136 Possible Teaching Point: Academic Vocabulary: Context Clues, T190 Possible Teaching Point: Academic Vocabulary: Context Clues, T195 Close Read: Vocabulary in Context, T203 Possible Teaching Point: Academic Vocabulary: Context Clues, T209 Minilesson: Context Clues, T230 ASSESS UNDERSTANDING, T231 Close Read: Vocabulary in Context, T285</p> <p><b>Unit 3:</b> Close Read: Vocabulary in Context, T200 Possible Teaching Point: Academic Vocabulary: Context Clues, T201 Possible Teaching Point: Academic Vocabulary: Context Clues, T210 Minilesson: Context Clues, T234 Close Read: Vocabulary in Context, T358</p> <p><b>Unit 4:</b> Close Read: Vocabulary in Context, T131 Minilesson: Context Clues, T240 Close Read: Vocabulary In Context, T298 Possible Teaching Point: Read Like a Writer: Author's Craft, T301</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary: Context Clues, T199 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Minilesson: Context Clues, T232 Strategy Group: DEVELOP VOCABULARY, T298 Possible Teaching Point: Read Like a Writer: Author's Craft, T359</p>

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<p>2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p>	<p><b>Unit 1:</b> Minilesson: Synonyms, T150 Strategy Group: DEVELOP VOCABULARY, T280</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T43 Whole Group, T63 Possible Teaching Point: Academic Vocabulary: Synonyms, T119 ELL Targeted Support: Multiple-Meaning Words, T123 Academic Vocabulary: Synonyms, T148</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T125 Academic Vocabulary: Synonyms and Antonyms, T152 Close Read: Vocabulary in Context, T202 Close Read: Vocabulary in Context, T367</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T134</p> <p><b>Unit 5:</b> ELL Targeted Support: Multiple-Meaning Words, T51 Academic Vocabulary: Synonyms, T124 Academic Vocabulary: Synonyms, T135 Academic Vocabulary: Synonyms, T157-T158</p>

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<p>2.RV.2.3 Standard begins at sixth grade.</p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.</p>
<p>2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>	<p><b>Unit 1:</b>            Academic Vocabulary: Related Words, T43            Academic Vocabulary: Related Words, T47            Academic Vocabulary: Related Words, T74-T75            Strategy Group: DECODE AND WRITE WORDS WITH INFLECTED ENDINGS -s, -es, -ed, -ing, T352</p> <p><b>Unit 2:</b>            Minilesson: Related Words, T76            Possible Teaching Point: Academic Vocabulary: Word Parts, T281            Possible Teaching Point: Academic Vocabulary: Word Parts, T284            Possible Teaching Point: Academic Vocabulary: Word Parts, T292            Possible Teaching Point: Academic Vocabulary: Word Parts, T293</p> <p><b>Unit 3:</b>            Minilesson: Phonics: Decode Words with Comparative Endings, T94            Possible Teaching Point: Academic Vocabulary: Word Parts, T282</p> <p><b>Unit 4:</b>            Academic Vocabulary: Related Words, T43            Academic Vocabulary: Related Words, T78</p> <p><b>Unit 5:</b>            Academic Vocabulary: Related Words, T41            Academic Vocabulary: Related Words, T50            Academic Vocabulary: Related Words, T54            Academic Vocabulary: Related Words, T76-T77</p>



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2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<p><b>Unit 1:</b>  Minilesson: Develop Vocabulary, T208  Student Interactive: Develop Vocabulary, T209  Strategy Group: DEVELOP VOCABULARY, T212-T213  Strategy Group: DEVELOP VOCABULARY, T354</p> <p><b>Unit 2:</b>  First Read: Look, T54</p> <p><b>Unit 3:</b>  Minilesson: Develop Vocabulary, T288  Formative Assessment Options: Option 2, T289  Strategy Group: DEVELOP VOCABULARY, T292</p> <p><b>Unit 4:</b>  Strategy Group: DEVELOP VOCABULARY, T382</p>
<b>2.RV.3 Vocabulary in Literature and Nonfiction Texts</b>	
2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	<p><b>Unit 2:</b>  Possible Teaching Point: Read Like a Writer: Author's Craft, T283  Possible Teaching Point: Read Like a Writer: Author's Craft, T290</p> <p><b>Unit 3:</b>  Possible Teaching Point: Read Like a Writer: Author's Craft, T194  Read Like a Writer, Rhyme Scheme, T197  Explore Alliteration, T247  Independent Writing, T247  Share Back, T247  Share Back, T248</p> <p><b>Unit 4:</b>  Read Like a Writer, Idioms, T47  Read Like a Writer, Idioms, T54  Read Like a Writer, Write for a Reader, T324-T325  Possible Teaching Point: Read Like a Writer: Author's Craft, T208</p> <p><b>Unit 5:</b>  Possible Teaching Point: Read Like a Writer: Author's Craft, T200</p>

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<p>2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p><b>Unit 1:</b> Introduce the Text: Preview Vocabulary, T190 Minilesson: Develop Vocabulary, T208</p> <p><b>Unit 2:</b> Academic Vocabulary, T14-T15 Minilesson: Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352</p> <p><b>Unit 3:</b> Introduce the Text: Preview Vocabulary, T274-T275</p> <p><b>Unit 4:</b> Minilesson: Develop Vocabulary, T60 Minilesson: Develop Vocabulary, T140 Minilesson: Develop Vocabulary, T304 Minilesson: Develop Vocabulary, T378</p> <p><b>Unit 5:</b> Close Read: Vocabulary in Context, T53 Close Read: Vocabulary in Context, T55 Minilesson: Develop Vocabulary, T58 Close Read: Vocabulary in Context, T136 Close Read: Vocabulary in Context, T358 Close Read: Vocabulary in Context, T366</p>
<p>2.RV.3.3 Standard begins at third grade.</p>	<p>This standard begins at third grade according to the Indiana Academic Standards for English Language Arts.</p>
<p><b>2.W Writing</b></p>	

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<p>2.W.1 Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p><b>Unit 1:</b> Independent Writing, T88, T163, T241, T306 ELL Targeted Support, T161 ELL Targeted Support, T379 Writing Club, T167, T311 QUICK WRITE, T20</p> <p><b>Unit 2:</b> Independent Writing, T91, T161, T398 ELL Targeted Support, T159 ELL Targeted Support, T241 Writing Club, T329 QUICK WRITE, T20</p> <p><b>Unit 3:</b> Independent Writing, T85, T164, T247 ELL Targeted Support, Simile, T245 ELL Targeted Support, T317 Writing Club, T87 QUICK WRITE, T256 Writing Workshop, T73 Reflect and Share: Write to Sources, T148-T149</p> <p><b>Unit 4:</b> Independent Writing, T93, T171, T253 ELL Targeted Support, T169 ELL Targeted Support, T333 Writing Club, T257 QUICK WRITE, T344</p> <p><b>Unit 5:</b> Independent Writing, T89, T168, T247, 326 STEPS to WRITING INDEPENDENTLY, T85, T165 Reflect and Share: Write to Sources, T152-T153 ELL Targeted Support, T243 ELL Targeted Support, T323</p>
<p><b>2.W.2 Handwriting</b></p>	

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<p>2.W.2.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p><b>Unit 1:</b> Handwriting: Letters Ll, li, and Tt, T150 Handwriting: Letters Oo, Cc, Aa, T152 Handwriting: Letters Ee, Ff, and Dd, T226 Handwriting: Letters Gg, Jj, and Qq, T228 Handwriting: Letters Uu, Ss, and Bb, T294 Handwriting: Letters Pp, Rr, and Nn, T296 Handwriting: Letters Mm, Hh, and Vv, T368 Publish and Celebrate, T383</p> <p><b>Unit 2:</b> Handwriting: Letters Kk and Zz, T76 Handwriting: Cursive Letters i and t, T312 Handwriting: Cursive Letters e and l, T386</p> <p><b>Unit 3:</b> Handwriting: Cursive Letters f and k, T70 Handwriting: Cursive Letters j and p, T152 Handwriting: Write Words in Cursive, T234 Handwriting: Cursive Letters c and q, T306 Handwriting: Cursive Letters y and x, T386</p> <p><b>Unit 4:</b> Handwriting: Write Words in Cursive, T78 Handwriting: Cursive Letters D and C, T158 Handwriting: Cursive Letters in M and H, T240 Handwriting: Cursive Letters K and U, T322 Handwriting: Cursive Letters V and W, T396</p> <p><b>Unit 5:</b> Handwriting: Cursive Letters T and F, T156 Handwriting: Cursive Letters L and P, T232 Handwriting: Write Proper Nouns in Cursive, T312 Handwriting: Practice Cursive Writing, T388</p>
<p>2.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>2.W.3 Writing Genres: Argumentative, Informative, and Narrative</b></p>	

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2.W.3.1 Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	<p><b>Unit 1:</b> Next Steps, T407 Next Steps, T409</p> <p><b>Unit 3:</b> Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421 Next Steps, T425</p>
2.W.3.2 Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<p><b>Unit 2:</b> ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403</p> <p><b>Unit 5:</b> Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400 Assessment, T402</p>
<b>2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that</b>	
2.W.3.3a Include a beginning.	<p><b>Unit 1:</b> ELL Targeted Support, Explore the Structure of Fiction, T237 Independent Writing, T238</p> <p><b>Unit 4:</b> Personal Narratives, T90 Personal Narratives: Character, T91 Personal Narratives: Setting and Plot, T92 Generate Ideas, T93 Plan a Personal Narrative, T94 Apply Problem and Resolution, T174</p>
2.W.3.3.b Use temporal words to signal event order (e.g., first of all).	<p><b>Unit 4:</b> ELL Targeted Support, T251 Minilesson: Sequence of Events, T252 Writing Support, T252 Independent Writing, T252</p>

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<p>2.W.3.3c Provide details to describe actions, thoughts, and feelings.</p>	<p><b>Unit 1:</b> Independent Writing, T308 Apply Adding Details, T309</p> <p><b>Unit 3:</b> Independent writing, T164, T165 Apply Sensory Details, T166 Apply Word Choice, T168 ELL Targeted Support, Explore Descriptive Adjectives and Articles, T317 Independent Writing, T320</p> <p><b>Unit 4:</b> Independent Writing, T170 Independent Writing, T255 Apply Details, T256 ELL Targeted Support, Edit for Adjectives and Adverbs, T407 Edit for Adjectives and Adverbs, T408</p>
<p>2.W.3.3d Provide an ending.</p>	<p><b>Unit 1:</b> ELL Targeted Support, Explore the Structure of Fiction, T237 Independent Writing, T238</p> <p><b>Unit 4:</b> Personal Narratives: Setting and Plot, T92 Generate Ideas, T93 Plan a Personal Narrative, T94 Apply Problem and Resolution, T174 Independent Writing, T253 Apply conclusion, T254</p>

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<b>2.W.4 The Writing Process</b>	
<b>2.W.4 Apply the writing process to</b>	
<p>2.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p>	<p><b>Unit 1:</b>            Minilesson: Feedback, T89            Minilesson: Feedback, T90            Writing Support, T308            Share Back, T308            Minilesson: Explore Adding Details, T308            Writing Support, T309            Share Back, T309            Minilesson: Apply Adding Details, T309            Independent Writing, T309            WRITING CLUB, T310            Writing Support, T381            Minilesson: How to Write a Final Draft, T382            Independent Writing, T382            Independent Writing, T383</p> <p><b>Unit 2:</b>            Independent Writing, T162            ELL Targeted Support, T397            Edit for Commas in a Series, T398            Edit for Complete Sentences with Subject-Verb Agreement, T399            Minilesson: Prepare for Celebration, T400            Minilesson: Assessment, T402            Revise and Edit, T426            DIFFERENTIATED SUPPORT:            Intervention/Advanced, T427</p> <p><b>Unit 3:</b>            Revise Drafts by Rearranging Words, T318            Share Back, T398            Edit for Nouns, T398            Edit for Prepositions and Prepositional “Phrases,” T399            Prepare for Celebration, T400            Revise and Edit, T426</p> <p><b>Unit 4:</b>            Edit for Adjectives and Adverbs, T408            Edit for Spelling, T409            Writing Support, T409            Prepare for Celebration, T410            Revise and Edit, T436</p>

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<p><b>Continued</b> 2.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p>	<p><b>Continued</b> <b>Unit 5:</b> ELL Targeted Support, T379 How to Write a Final Draft, T382 DIFFERENTIATED SUPPORT: Intervention/Advanced, T427</p>
<p>2.W.4b Use available technology to publish legible documents.</p>	<p><b>Unit 1:</b> Digital Tools Authors Use, T242 <b>Unit 2:</b> Celebrate, T401 Unit 3: <b>Unit 5:</b> ELL Targeted Support, T425 Make a Video or Record Infomercial, T426</p>
<b>2.W.5 The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>	
<p>2.W.5 With support, conduct short research on a topic.</p>	<p><b>Unit 1:</b> Conduct Research: Interview an Expert, T404-T405 <b>Unit 2:</b> Introduce the Project, T418 Collaborate, 418 Next Steps, T419 Next Steps, T421 Next Steps, T423 Next Steps, T425 <b>Unit 3:</b> Next Steps, T419 Conduct Research; Search Online, T422-T423 <b>Unit 4:</b> Next Steps, T429 DIFFERENTIATED SUPPORT: Intervention/Advanced, T433 <b>Unit 5:</b> Introduce the Project, T418 Conduct Research: Use Media to Research, T422-T423</p>



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<p>2.W.5a Find information on a topic of interest (e.g., cardinals).</p>	<p><b>Unit 1:</b> Research Articles, T400 Extend Research, Include Media, T408</p> <p><b>Unit 2:</b> Research Articles, T418 Conduct Research: Library Database and Books, T422-T423</p> <p><b>Unit 3:</b> Research Articles, T418 Conduct Research; Search Online, T422-T423</p> <p><b>Unit 4:</b> Research Articles, T428 Collaborate, T430 Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b> Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>
<p>2.W.5b Identify various visual and text reference sources</p>	<p><b>Unit 1:</b> Research Articles, T400 Extend Research, Include Media, T408</p> <p><b>Unit 2:</b> Research Articles, T418</p> <p><b>Unit 3:</b> Research Articles, T418 Conduct Research; Search Online, T422-T423</p> <p><b>Unit 4:</b> Research Articles, T428 Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b> Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>

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2.W.5c Organize, summarize, and present the information, choosing from a variety of formats	<p><b>Unit 2:</b> Sample Fact Sheet, T426 Extend Research: Create a Poster with Images, T426</p> <p><b>Unit 4:</b> Collaborate, T430 Celebrate and Reflect: Share, T438</p> <p><b>Unit 5:</b> Organize with Structure, T244 Explore Writing in Steps, T245 Apply Writing in Steps, T246 Analyze Student Model, T425 Extend Research: Make a Video or Record Infomercial, T426-T427</p>
<b>2.W.6 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>	
<b>2.W.6.1 Demonstrate command of English grammar and usage, focusing on:</b>	
2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	<p><b>Unit 1:</b> Lessons 2-3, 5: Subjects and Predicates, T156-T157 Lessons 2-5: Compound Sentences, T232-T233</p> <p><b>Unit 2:</b> Lessons 2-5: Singular and Plural Nouns, T82-T83 Lesson 2-3, 5: Irregular Plural Nouns, T154-T155 Lesson1: Irregular Plural Nouns, T236 Lessons 2-5: Common and Proper Nouns, T236-T237 Lessons 2-5: Language &amp; Conventions: Possessive Nouns, T318-T319 Lessons 2-5: Collective Nouns, T392-T393</p> <p><b>Unit 3:</b> Lesson 1: Collective Nouns, T76</p> <p><b>Unit 4:</b> Possible Teaching Point: Language &amp; Conventions: Pronouns, T285 Possible Teaching Point: Language &amp; Conventions: Pronouns, T286 Possible Teaching Point: Language &amp; Conventions: Pronouns, T296 Lessons 2-5: Pronouns, T328-T329</p>
<b>2.W.6.1b Verbs</b>	

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2.W.6.1b.1 Writing sentences that use the past tense of frequently occurring irregular verbs.	<p><b>Unit 3:</b> Possible Teaching Point: Language and Conventions: Irregular Verbs, T200 Possible Teaching Point: Language and Conventions: Irregular Verbs, T205 Possible Teaching Point: Language and Conventions: Irregular Verbs, T213 Lessons 2-5: Irregular Verbs, T240-T241 Lesson 1: Irregular Verbs, T312</p>
2.W.6.1b.2 Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	<p><b>Unit 3:</b> Lessons 2-5: Present Tense Verbs, T76-T77 Lesson 1: Present Tense Verbs, T158 Explore Past, Present, and Future Verbs,</p>
2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	<p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Adverbs, T367 Lessons 2-5: Adverbs, T392-T393</p> <p><b>Unit 4:</b> Lesson 1: Adverbs, T84 Language &amp; Conventions: Adjectives and Adverbs, T84-T85 Lesson 1: Adjectives and Adverbs, T164 Lessons 2-5: Comparative and Superlative Adjectives, T164-T165 Lesson 1: Comparative and Superlative Adjectives, T246 Edit for Adjectives and Adverbs, T408</p>
2.W.6.1d Prepositions – Standard begins at fourth grade.	Standard begins at fourth grade according to the Indiana Academic Standards

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2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<p><b>Unit 1:</b> Lessons 2-5: Simple Sentences, T80-T81 Lesson 1: Simple Sentences, T156 Possible Teaching Point: Language &amp; Conventions: Compound Sentences, T194 Possible Teaching Point: Language and Conventions: Compound Sentences, T199 Lessons 2-5: Compound Sentences, T232-T233 Lessons 2-5: Language &amp; Conventions: Sentences and End Punctuation, T300-T301 Lesson 1: Types of Sentences and End Punctuation, T374</p> <p><b>Unit 5:</b> Minilesson: How to Write a Command, T168</p>
<b>2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>	
2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	<p><b>Unit 2:</b> Language &amp; Conventions: Lessons 2-5: Common and Proper Nouns, T236-T237 Lesson 1: Common and Proper Nouns, T318</p> <p><b>Unit 4:</b> CROSS-CURRICULAR PERSPECTIVES: Social Studies, T124 CROSS-CURRICULAR PERSPECTIVES: Social Studies, T206 Capitalization and Commas, T334</p> <p><b>Unit 5:</b> Handwriting: Write Proper Nouns, T76 ELL Targeted Support, T397 Edit for Capitalization, T399</p>
<b>2.W.6.2b Punctuation</b>	
2.W.6.2b.1 Correctly using a period, question mark, or exclamation mark at the end of a sentence.	<p><b>Unit 1:</b> Lessons 2-5: Language &amp; Conventions: Sentences and End Punctuation, T300-T301 Lesson 1: Types of Sentences and End Punctuation, T374</p>

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<p>2.W.6.2b.2 Using an apostrophe to form contractions and singular possessive nouns.</p>	<p><b>Unit 1:</b>            Writing Support, T306            Minilesson: Explore End Punctuation and Apostrophes, T306            Share Back, T307            Writing Support, T307            Independent Writing, T307            Minilesson: Apply End Punctuation and Apostrophes, T307</p> <p><b>Unit 2:</b>            Lesson 1: Contractions and High Frequency Words different and between, T80            Lessons 2-5: Spell Words with Contractions, T80-T81            Minilesson: Phonics: Spiral Review: Contractions, T106            Lesson 4: Contractions, T153            Language &amp; Conventions: Lessons 2-5: Language &amp; Conventions: Possessive Nouns, T318-T319            Lesson 1: Possessive Nouns, T392</p> <p><b>Unit 4:</b>            Possible Teaching Point: Read Like a Writer: Author's Craft, T52</p>
<p>2.W.6.2b.3 Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<p><b>Unit 2:</b>            Writing Support, T398            Independent Writing, T398            Minilesson: Edit for Commas in a Series, T398</p> <p><b>Unit 4:</b>            Lessons 2-5: Commas in Dates and Letters, T246-T247            Lesson 1: Use Commas in Dates, Greetings, and Closings, T328            Write a Letter, T436</p> <p><b>Unit 5:</b>            Possible Teaching Point: Language and Conventions: Commas in Sentences, T205            Lessons 2-5: Commas in Sentences, T238-T239            Lesson 1: Commas in Sentences, T318</p>

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<p><b>2.W.6.2c Spelling</b></p> <p>2.W.6.2c.1 Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p>	<p><b>Unit 1:</b>            Minilesson: Phonics: Decode and Write Words with Short Vowels, T24            Word Work Activity: Build Words with Letter Tiles, T59            Lessons 2-3: Spell Words with Short Vowels, T78-T79            Lessons 2-3: Spell Words with Long Vowels CVCe, T154-T155            Lessons 1-3, 5: Spelling: Spell words with Consonant Blends, T230-T231            Minilesson: Phonics: Decode and Spell Words with r-Controlled Vowels, T390            Lessons 2-3: Spell Words with r Controlled Vowels, T392-T393            Word Work Activity: Build Words with Letter Tiles, T395            Minilesson: Phonics: r-Controlled Vowels ar, or, ore, oar, T396</p> <p><b>Unit 2:</b>            Lessons 1-3, 5: Spell Words with Long e: ee, ea, ey, y, T316-T317            Phonics: Spiral Review: Vowel Long e: ee, ea, ey, y, T342            Phonics: Review Long o Spelled o, oa, ow, T342</p> <p><b>Unit 3:</b>            Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178            Word Work Strategy Group: DECODE WORDS WITH r-CONTROLLED VOWELS, T218            Word Work Activity: BUILD WORDS WITH LETTER TILES, T219            Lessons 1-3, 5: Spell Words with r Controlled Vowels er, ir, ur, T238-T239            Lesson 4: Spell Words with r Controlled vowels er, ir, ur, T311</p>

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2.W.6.2c.2 Generalizing learned spelling patterns (e.g., word families) when writing words.	<p><b>Unit 1:</b> Lesson 4: Create Words CVCe to CVC, T155</p> <p><b>Unit 4:</b> Lesson 4: Spell Words with Spelling Pattern VCCV</p> <p><b>Unit 5:</b> Spelling: Spell Words with <i>aw, au, augh, al</i>, T236-T237 Lessons 2-5: Spell Words Correctly Spelling: Spell Words with Final Stable Syllables Consonant -le, -tion, -sion, T410-T411</p>
2.W.6.2c.3 Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	<p><b>Unit 2:</b> Language &amp; Conventions: Lesson 2-3, 5: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236</p> <p><b>Unit 3:</b> Lessons 2-5: Irregular Verbs, T240-T241</p>
<b>2.SL Speaking and Listening</b>	
2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<p><b>Unit 1:</b> Realistic Fiction, T30 Informational Text, T182 Celebrate and Reflect: Share, T410 Book Club: Session 1-Session 6, T419-T429</p> <p><b>Unit 2:</b> Fiction, T262 Book Club: Session 1-Session 6, T437-T447</p> <p><b>Unit 3:</b> Celebrate and Reflect: Share, T428 Book Club: Session 1-Session 6, T437-T447</p> <p><b>Unit 4:</b> Book Club: Session 1-Session 6, T447-T457</p> <p><b>Unit 5:</b> Read Aloud, T264 Celebrate!, T428 Book Club: Session 1-Session 6, T437-T447</p>
<b>2.SL.2 Discussion and Collaboration</b>	

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<p>2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p><b>Unit 1:</b>            First Read: Talk, T43            First Read: Talk, T47            My View, T56            Whole Group, T61            Minilesson: Talk About It, T70            Whole Group, T73            Whole Group, T281            Whole Group, T285            Whole Group, T293</p> <p><b>Unit 2:</b>            Minilesson: Talk About It, T72            First Read: Talk, T127            Whole Group, T135            Whole Group, T139</p> <p><b>Unit 3:</b>            Whole Group, T345            First Read: Talk, T353</p> <p><b>Unit 4:</b>            First Read: Talk, T132            First Read: Talk, T135            First Read: Talk, T300</p> <p><b>Unit 5:</b>            First Read: Talk, T48            First Read: Talk, T137            Whole Group, T147            First Read: Talk, T278            First Read: Talk, T286            First Read: Talk, T289            Whole Group, T307</p>
<p>2.SL.2.2 Standard begins in third grade.</p>	<p>Standard begins in third grade according to the Indiana Academic Standards</p>



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2.SL.2.3 Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.	<p><b>Unit 1:</b> Turn, Talk, and Share, examples: T33, T109, T261 Book Club: Session 1-Session 6, T419-T429</p> <p><b>Unit 2:</b> Turn, Talk, and Share, examples: T33, T183, T387, Book Club: Session 1-Session 6, T437-T447</p> <p><b>Unit 3:</b> Turn, Talk, and Share, examples: T263, T341 Reflect and Share, T66-T67 Minilesson: Talk About It, T382 Book Club: Session 1-Session 6, T437-T447</p> <p><b>Unit 4:</b> Turn, Talk, and Share, examples: T187, T397 Reflect and share, T74-T75 Book Club: Session 1-Session 6, T447-T457</p> <p><b>Unit 5:</b> Reflect and Share, T72-T73 Turn, Talk, and Share, examples: T111, T185 Book Club: Session 1-Session 6, T437-T447</p>
2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p><b>Unit 2:</b> Explore the Infographic, T334 Informational Text, T344</p> <p><b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T72 ELL Target Support, T72-T73 Informational Text, T108</p>
2.SL.2.5 Build on others’ talk in conversations by linking comments to the remarks of others.	<p><b>Unit 1:</b> Minilesson: Talk About It, T70 Share Back, T90</p> <p><b>Unit 3:</b> Reflect and Share, T66-T67</p>
<b>2.SL.3 Comprehension</b>	

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<p>2.SL.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>Unit 1:</b> Listening Comprehension examples, T30-T31, T182-T183, T326-T327 Reflect on the Unit, T411</p> <p><b>Unit 2:</b> Listening Comprehension examples, T30-T31, T108-T109, T180-T181,</p> <p><b>Unit 3:</b> Listening Comprehension examples, T30-T31, T184-T185, T338-T339</p> <p><b>Unit 4:</b> Listening Comprehension examples, T30-T31, T19-T191, T354-T355</p> <p><b>Unit 5:</b> Listening Comprehension examples, T30-T31, T188, T264</p>
<p>2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.</p>	<p><b>Unit 1:</b> Realistic Fiction, T30</p> <p><b>Unit 3:</b> Traditional Tales: Fables, T30 Share, T428</p> <p><b>Unit 5:</b> Minilesson: Talk About It, T72 Celebrate!, T428</p>
<p><b>2.SL.4 Presentation of Knowledge and Ideas</b></p>	

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<p>2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p>	<p><b>Unit 1:</b> Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Share, T410</p> <p><b>Unit 2:</b> Share, T428</p> <p><b>Unit 3:</b> Share Back, T165 Share Back, T166 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Share, T428</p> <p><b>Unit 4:</b> Prepare for Celebration, T410 Share, T438</p> <p><b>Unit 5:</b> Celebrate!, T428</p>
<p>2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>Unit 1:</b> Celebrate and Reflect: Share, T410</p> <p><b>Unit 3:</b> Celebrate and Reflect: Share, T428</p> <p><b>Unit 5:</b> Celebrate and Reflect: Share, T428</p>
<p>2.SL.4.3 Give and follow multi-step directions.</p>	<p><b>Unit 5:</b> Plan Your How-To Book: Share Back, T92 ELL Targeted Support, T167 Apply Writing Precise Instructions, T170 Apply Writing in Steps, T246 Publish and Celebrate, T401</p>
<p><b>2.ML Media Literacy</b></p>	

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<p>2.ML.1 Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.</p>	<p><b>Unit 1:</b> Extend Research: Include Media, T408 <b>Unit 3:</b> Conduct Research: Search Online, T422 <b>Unit 4:</b> Conduct Research: Use a Web Site, T432 <b>Unit 5:</b> Collaborate and Discuss, T424-T425</p>
<p><b>2.ML.2 Media Literacy</b></p>	
<p>2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>	<p><b>Unit 1:</b> Extend Research: Include Media, T408 <b>Unit 3:</b> Conduct Research: Search Online, T422 <b>Unit 4:</b> Conduct Research: Use a Web Site, T432 <b>Unit 5:</b> Conduct Research, T422</p>
<p>2.ML.2.2 Standard begins in fifth grade.</p>	<p>Standard begins in fifth grade according to the Indiana Academic Standards.</p>