

## A Correlation of



**Grade 2, ©2020**

To the

# **Kentucky Academic Standards for Reading and Writing 2019 Grade 2**

# **A Correlation of myView Literacy Grade 2, ©2020 to the Kentucky Academic Standards for Reading and Writing, 2019**

## **Introduction**

This document demonstrates how *myView Literacy*, ©2020 meets the **Kentucky Academic Standards for Reading and Writing 2019**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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Kentucky Academic Standards Reading and Writing, 2019	myView Literacy Grade 2, ©2020
<b>Reading Foundational Skills RF.2</b>	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3	SI: Unit 2, Week 2, 259 / TE: Unit 2, Week 2, T98–T99 SI: Unit 2, Week 4, 336–337 / TE: Unit 2, Week 4, T214–T215, T228–T229, T260 SI: Unit 3, Week 1, 52 / TE: Unit 3, Week 1, T78–T79 SI: Unit 4, Week 1, 238 SI: Unit 5, Week 6, 666 / TE: Unit 5, Week 6, T474–T475
Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3a	SI: Unit 1, Week 1, 16-18 / TE: Unit 1, Week 1, T18–T19, T32–T33 SI: Unit 1, Week 2, 54-56 / TE: Unit 1, Week 2, T82–T83, T96–T97, T122 SI: Unit 1, Week 1, 47 / TE: Unit 1, Week 1, T340 SI: Unit 1, Week 2, 85 / TE: Unit 1, Week 2, T364
Know spelling-sound correspondences for additional common vowel teams. RF.2.3b	SI: Unit 2, Week 2, 285 / TE: Unit 2, Week 2, T382 SI: Unit 2, Week 5, 409 / TE: Unit 2, Week 5, T454 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T430 SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T454
Decode regularly spelled two-syllable words with long vowels. RF.2.3c	SI: Unit 1, Week 2, 55 / TE: Unit 1, Week 2, T96 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T228 SI: Unit 2, Week 5, 381 / TE: Unit 2, Week 5, T298 SI: Unit 4, Week 2, 281 / TE: Unit 4, Week 2, T86–T87, T100–T101
Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. RF.2.3d	SI: Unit 1, Week 5, 161–162 / TE: Unit 1, Week 5, T280, T304, T312 SI: Unit 3, Week 1, 52–53 / TE: Unit 3, Week 1, T78–T79, T92–T93, T124 SI: Unit 4, Week 3, 322–323, 359 / TE: Unit 4, Week 3, T154–T155, T412, T416, T420, T424, T428 SI: Unit 4, Week 4, 366–367, 403 / TE: Unit 4, Week 4, T224–T225, T238–T239, T270, T440, T444, T448, T452

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Identify words with inconsistent but common spelling-sound correspondences. RF.2.3e	SI: Unit 3, Week 5, 174 / TE: Unit 3, Week 5, T278–T279 SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T454 SI: Unit 5, Week 3, 550 / TE: Unit 5, Week 3, T152–T153 SI: Unit 5, Week 3, 551 / TE: Unit 5, Week 3, T166–T167
Recognize and read grade-appropriate irregularly spelled words. RF.2.3f	SI: Unit 1, Week 5, 189 / TE: Unit 1, Week 5, T242 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T228–T229 SI: Unit 3, Week 1, 20 / TE: Unit 3, Week 1, T54–T55 SI: Unit 4, Week 6, 446–447 / TE: Unit 4, Week 6, T484–T485 SI: Unit 4, Week 6, 449 / TE: Unit 4, Week 6, T486–T487
<b>Fluency</b>	
Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. RF.2.4	
Read grade-level text with purpose and understanding. RF.2.4a	SI: Unit 1, Week 5, 164 / TE: Unit 1, Week 5, T272–T273 TE: Unit 1, Week 5, T284 SI: Unit 2, Week 3, 296 / TE: Unit 2, Week 3, T150–T151 TE: Unit 2, Week 4, T230–T231 SI: Unit 4, Week 3, 328 / TE: Unit 4, Week 3, T170–T171 SI: Unit 4, Week 4, 370 / TE: Unit 4, Week 4, T231
Orally read grade-level text fluently on successive readings. RF.2.4b	SI: Unit 2, Week 5, 401 / TE: Unit 2, Week 5, T315 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T84–T85 SI: Unit 3, Week 2, 81 / TE: Unit 3, Week 2, T117 SI: Unit 4, Week 2, 307 / TE: Unit 4, Week 2, T123 SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T290

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4c	TE: Unit 1, Week 1, T44 SI: Unit 1, Week 3, 113, 121 / TE: Unit 1, Week 3, T154–T155, T168, T172, T177 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T152–T153, T162, T167, T169, T173, T176, T177, T181 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T156–T157, T173, T176, T182 SI: Unit 4, Week 3, 338, 357 / TE: Unit 4, Week 3, T162–T163, T172, T180, T183, T187 SI: Unit 5, Week 3, 579 / TE: Unit 5, Week 3, T160–T161
<b>Reading Standards for Literature RL.2</b>	
<b>Key Ideas and Details</b>	
Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text. RL.2.1	Students ask and answer questions for every selection in Grade 1. For examples see:  SI: Unit 1, Week 2, 63 / TE: Unit 1, Week 2, T101 SI: Unit 1, Week 2, 75, 77, 79 / TE: Unit 1, Week 2, T113, T115, T117 SI: Unit 1, Week 2, 81 / TE: Unit 1, Week 2, T132–T133 SI: Unit 3, Week 2, 83 TE: Unit 3, Week 3, T176SI: Unit 3, Week 5, 203 / SI: Unit 3, Week 5, 180 / TE: Unit 3, Week 5, T294 TE: Unit 3, Week 5, T316–T317
Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. RL.2.2	SI: Unit 3, Week 1, 16, 39 / TE: Unit 3, Week 1, T21, T48–T49 SI: Unit 3, Week 1, 22, 29, 32, 35, 37 / TE: Unit 3, Week 1, T24–T25, T39, T42, T45, T47 SI: Unit 3, Week 1, 40 / TE: Unit 3, Week 1, T56–T57 SI: Unit 3, Week 3, 130 SI: Unit 4, Week 3, 354 / TE: Unit 4, Week 3, T202–T203
Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. RL.2.3	Students explore this objective throughout the literature in grade 1. For examples see:  SI: Unit 1, Week 2, 67, 69, 72, 80 / TE: Unit 1, Week 2, T105, T107, T110, T124–T125 SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T238 SI: Unit 2, Week 4, 353 / TE: Unit 2, Week 4, T241 SI: Unit 2, Week 4, 354 / TE: Unit 2, Week 2, T242 SI: Unit 2, Week 4, 368 / TE: Unit 2, Week 4, T262–T263

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<b>Craft and Structure</b>	
Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song. RL.2.4	This objective is filled throughout grade 1 in various informational texts. For examples see:  SI: Unit 1, Week 4, 148 / TE: Unit 1, Week 4, T216 SI: Unit 3, Week 2, 91–93 / TE: Unit 3, Week 2, T376–T377, T380–T381 SI: Unit 3, Week 4, 136 / TE: Unit 3, Week 4, T404–T405, T408–T409 SI: Unit 5, Week 4, 618 / TE: Unit 5, Week 4, T262–T263 SI: Unit 5, Week 4, 622 / TE: Unit 5, Week 4, T264
Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. RL.2.5	SI: Unit 1, Week 3, 125 / TE: Unit 1, Week 3, T382–T383, T386–T387 TE: Unit 1, Week 5, T272 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T84 SI: Unit 3, Week 2, 88 / TE: Unit 3, Week 2, T128–T129 SI: Unit 3, Week 3, 95 TE: Unit 3, Week 3, T176 SI: Unit 5, Week 3, 554–555, 558, 563, 570, 575, 576 / TE: Unit 5, Week 3, T158–T159, T170, T175, T182, T186–T187, T194–T195
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. RL.2.6	TE: Unit 1, Week 1, T46 SI: Unit 1, Week 1, 46 / TE: Unit 1, Week 1, T62–T63 SI: Unit 3, Week 2, 81 SI: Unit 2, Week 4, 372 TE: Unit 4, Week 3, T182, T204 SI: Unit 5, Week 3, 573 / TE: Unit 5, Week 3, T185
<b>Integration of Knowledge and Ideas</b>	
Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. RL.2.7	SI: Unit 1, Week 1, 29 / TE: Unit 1, Week 1, T41 SI: Unit 1, Week 1, 42–43 / TE: Unit 1, Week 1, T60–T61 SI: Unit 2, Week 3, 304 / TE: Unit 2, Week 3, T166 SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T238 SI: Unit 2, Week 4, 358 / TE: Unit 2, Week 4, T246

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<p>Compare/contrast two or more versions of the same story by different authors or from different cultures. RL.2.9</p>	<p>SI: Unit 3, Week 3, 100 / TE: Unit 3, Week 3, T154–T155            SI: Unit 3, Week 3, 114 / TE: Unit 3, Week 3, T176            SI: Unit 3, Week 3, 116 / TE: Unit 3, Week 3, T178            SI: Unit 3, Week 3, 121            SI: Unit 3, Week 3, 125 / TE: Unit 3, Week 3, T187            SI: Unit 3, Week 3, 128 / TE: Unit 3, Week 3, T196–T197</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. RL.2.10</p>	<p>Students have opportunities to read independently and practice comprehension skills in all units of Grade 2. For examples see:</p> <p><b>SI:</b> Unit 1, Week 1, 22–41, 42, 43 / <b>TE:</b> Unit 1, Week 1, T34–T53, T60–T61, T68–T69  <b>SI:</b> Unit 1, Week 2, 60–79, 80, 81 / <b>TE:</b> Unit 1, Week 2, T98–T117, T124–T125, T132–T133  <b>SI:</b> Unit 4, Week 3, 348 / <b>TE:</b> Unit 4, Week 3, T190  <b>SI:</b> Unit 4, Week 3, 325  <b>SI:</b> Unit 4, Week 3, 329–351, 352, 353 / <b>TE:</b> Unit 4, Week 3, T170–T193, T196–T197, T204–T205  <b>SI:</b> Unit 5, Week 3, 556–575, 576, 577 / <b>TE:</b> Unit 5, Week 3, T168–T187, T194–T195, T202–T203  <b>SI:</b> Unit 5, Week 4, 595–617, 618, 619 / <b>TE:</b> Unit 5, Week 4, T232–T255, T262–T263, T270–T271  <b>SI:</b> Unit 5, Week 4, 591 / <b>TE:</b> Unit 5, Week 4, T268–T269</p>



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<b>Reading Standards for Informational Text RI.2</b>	
<b>Key Ideas and Details</b>	
Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text. RI.2.1	Students ask and answer questions for every selection in Grade 1. For examples see:  SI: Unit 2, Week 1, 245, 247 / TE: Unit 2, Week 1, T36, T37, T39, T45, T53, T55, T70–T71 SI: Unit 2, Week 5, 403 / TE: Unit 2, Week 5, T316–T317 SI: Unit 4, Week 1, 249 / TE: Unit 4, Week 1, T39 SI: Unit 4, Week 1, 260 / TE: Unit 4, Week 1, T50 SI: Unit 4, Week 1, 269 / TE: Unit 4, Week 1, T72–T73
Identify implicit and explicit information from a summary to determine the central idea of a text. RI.2.2	SI: Unit 1, Week 3, 98, 100, 118 / TE: Unit 1, Week 3, T163, T164, T188–T189 SI: Unit 1, Week 3, 108–109, 110, 119 / TE: Unit 1, Week 3, T173–T174, T196–T197 SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T137 SI: Unit 5, Week 5, 646 / TE: Unit 5, Week 5, T310 SI: Unit 5, Week 5, 654 / TE: Unit 5, Week 5, T324–T325
Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. RI.2.3	SI: Unit 2, Week 1, 230, 232–233, 236, 239 / TE: Unit 2, Week 1, T40, T42–T43, T46, T49 SI: Unit 2, Week 1, 246 / TE: Unit 2, Week 1, T62–T63 SI: Unit 5, Week 1, 477 / TE: Unit 5, Week 1, T37 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T62–T63
<b>Craft and Structure</b>	
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. RI.2.4	This objective is filled throughout grade 1 in various informational texts. For examples see:  SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T169 SI: Unit 1, Week 3, 113, 116 / TE: Unit 1, Week 3, T177, T180–T181 SI: Unit 2, Week 5, 395, 402 / TE: Unit 2, Week 5, T309, T316–T317 SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T43 SI: Unit 4, Week 1, 256

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<p>Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. RI.2.5 (Continued)</p>	<p>TE: Unit 1, Week 3, T174, T176            SI: Unit 2, Week 1, 222–223, 230, 232, 233, 236, 239, 246 / TE: Unit 2, Week 1, T24–T25, T40, T42, T43, T46, T49, T62–T63            SI: Unit 2, Week 2, 277 / TE: Unit 2, Week 2, T113            SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T114–T115            SI: Unit 2, Week 2, 280 / TE: Unit 2, Week 2, T122–T123            SI: Unit 2, Week 5, 404 / TE: Unit 2, Week 5, T324–T325            SI: Unit 2 430 / TE: Unit 2 T514–T515            SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T498–T499</p>
<p>Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. RI.2.6</p>	<p>SI: Unit 1, Week 3, 122            SI: Unit 2, Week 2, 287            SI: Unit 3, Week 4, 148, 153 / TE: Unit 3, Week 4, T236, T241            SI: Unit 3, Week 4, 157, 158 / TE: Unit 3, Week 4, T245, T246            SI: Unit 3, Week 4, 161/ TE: Unit 3, Week 4, T248–T249            SI: Unit 3, Week 4, 162 / TE: Unit 3, Week 4, T256–T257</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. RI.2.7</p>	<p>SI: Unit 1, Week 3, 90 / TE: Unit 1, Week 3, T148–T149            SI: Unit 2, Week 1, 216–217 / TE: Unit 2, Week 1, T20            SI: Unit 2, Week 1, 240 / TE: Unit 2, Week 1, T50            SI: Unit 4, Week 2, 310 / TE: Unit 4, Week 2, T132–T133</p>
<p>Describe how reasons support specific claims the author makes in a text. RI.2.8</p>	<p>SI: Unit 2, Week 1, 245 / TE: Unit 2, Week 1, T54            SI: Unit 4, Week 1, 256 / TE: Unit 4, Week 1, T46            SI: Unit 4, Week 5, 418 / TE: Unit 4, Week 5, T312            SI: Unit 4, Week 5, 422, 426, 433 / TE: Unit 4, Week 5, T316, T320, T327            SI: Unit 4, Week 5, 434 / TE: Unit 4, Week 5, T334–T335</p>

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Describe the relationship between information from two or more texts on the same theme or topic. RI.2.9	TE: Unit 1, Week 3, T204–T205 TE: Unit 1, Week 6, T454 SI: Unit 5, Week 2, 516 / TE: Unit 5, Week 2, T102 SI: Unit 5, Week 2, 521 / TE: Unit 5, Week 2, T107 SI: Unit 5, Week 2, 529 / TE: Unit 5, Week 2, T115 SI: Unit 5, Week 2, 538 / TE: Unit 5, Week 2, T130–T131
<b>Range of Reading and Level of Text Complexity</b>	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. RI.2.10	Students have opportunities to read independently and practice comprehension skills in all units of Grade 2. For examples see:  SI: Unit 1, Week 3, 98–117, 118, 119 / TE: Unit 1, Week 3, T162–T181, T188–T189, T190–T191, T196–T197 SI: Unit 2, Week 1, 224–245, 246, 247 / TE: Unit 2, Week 1, T34–T55, T62–T63, T70–T71 SI: Unit 2, Week 2, 264–279, 280, 281 / TE: Unit 2, Week 2, T100–T115, T122–T123, T130–T131 SI: Unit 3, Week 4, 148–159 / TE: Unit 3, Week 4, T236–T247 SI: Unit 4, Week 1, 242 / TE: Unit 4, Week 1, T24–T25 SI: Unit 4, Week 4, 374–397, 398, 399 / TE: Unit 4, Week 4, T242–T265, T272–T273, T280–T281 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T62–T63 SI: Unit 5, Week 5, 638–653, 654, 655 / TE: Unit 5, Week 5, T302–T317, T324–T325, T332–T333
<b>Handwriting HW.2</b>	
Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.	
Introduce formation of all upper- and lowercase cursive letters. HW.2.1	SI: Unit 1, Week 5, 193 / TE: Unit 1, Week 5, T442 TE: Unit 2, Week 5, T456–T457 TE: Unit 3, Week 5, T456 TE: Unit 4, Week 5, T446, T470 SI: Unit 5, Week 5, 663 / TE: Unit 5, Week 5, T460

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<b>Composition C.2</b>	
<b>Text Types and Purposes</b>	
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.1 (Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T258–T259 SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484-T491
With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. C.2.1a	SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T258–T259 SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484-T491
Introduce the topic, followed by opinion statement, and create an organizational structure. C.2.1b	SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484-T491
Provide reasons with details to support the opinion. C.2.1c	SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484-T491
Use grade-appropriate transitions. C.2.1d	SI: Unit 3, Week 6, 224 / TE: Unit 3, Week 6, T491
Provide a concluding section. C.2.1e	SI: Unit 3, Week 6, 226–227 / TE: Unit 3, Week 6, T492–T493 SI: Unit 5, Week 6, 674 / TE: Unit 5, Week 6, T491
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.1f	SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T258–T259 SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484-T491

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<p>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. C.2.2 (Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	<p>SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T136–T137 SE: Unit 2, Week 1: 253 / TE: Unit 2, Week 1, T352–T353, T356–T357, T360–T361, T364–T365 SI: Unit 2, Week 2, 287–289 / TE: Unit 2, Week 2, T376–T377, T380–T381, T384–T385, T388–T389, T392 SI: Unit 2, Week 3, 331– / TE: Unit 2, Week 3, T400–T401, T404–T405, T408–T409, T412–T413, T416 SI: Unit 3, Week 4, 164 / TE: Unit 3, Week 4, T270–T271 SI: Unit 5, Week 3, 585 / TE: Unit 5, Week 3, T416</p>
<p>With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. C.2.2a</p>	<p>SE: Unit 2, Week 1: 253 / TE: Unit 2, Week 1, T352–T353, T356–T357, T360–T361, T364–T365 SI: Unit 2, Week 2, 287–289 / TE: Unit 2, Week 2, T376–T377, T380–T381, T384–T385, T388–T389, T392 SI: Unit 2, Week 3, 331– / TE: Unit 2, Week 3, T400–T401, T404–T405, T408–T409, T412–T413, T416</p>
<p>Introduce the topic. C.2.2b</p>	<p>SE: Unit 2, Week 1: 253, 255 / TE: Unit 2, Week 1, T352–T353, T356–T357, T368–T369 SI: Unit 2, Week 2, 287 / TE: Unit 2, Week 1, T376–T377</p>
<p>Supply information with detail to develop the topic. C.2.2c</p>	<p>SE: Unit 2, Week 1: 254, 255 / TE: Unit 2, Week 1: T364–T365, T368–T369 SI: Unit 2, Week 2, 288 / TE: Unit 2, Week 1, T380–T381, T384–T385 SI: Unit 2, Week 3, 332 / TE: Unit 2, Week 3, T404–T405, T408–T409</p>
<p>Use grade-appropriate conjunctions to develop text structure within sentences. C.2.2d</p>	<p>For supporting content please see:  TE: Unit 1, Week 1, T337, T341, T345 SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T349 TE: Unit 1, Week 3, T389, T393 SI: Unit 1, Week 3, 124 / TE: Unit 1, Week 3, T397</p>
<p>Use grade-appropriate transitions to develop text structure across paragraphs. C.2.2e</p>	<p>SI: Unit 5, Week 2, 542 / TE: Unit 5, Week 2, T132–T133 SI: Unit 5, Week 3, 584 / TE: Unit 5, Week 3, T408–T409</p>

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Provide a concluding section. C.2.2f	SI: Unit 2, Week 3, 331 / TE: Unit 2, Week 3, T400–T401
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.2g	SE: Unit 2, Week 1: 253 / TE: Unit 2, Week 1, T352–T353, T356–T357, T360–T361, T364–T365 SI: Unit 2, Week 2, 287–289 / TE: Unit 2, Week 2, T376–T377, T380–T381, T384–T385, T388–T389, T392 SI: Unit 2, Week 3, 331– / TE: Unit 2, Week 3, T400–T401, T404–T405, T408–T409, T412–T413, T416
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. C.2.3 (Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	SI: Unit 2, Week 1, 255 SI: Unit 4, Week 1, 275–277 / TE: Unit 4, Week 1, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–319 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. C.2.3a	SI: Unit 2, Week 1, 255 SI: Unit 4, Week 1, 275–277 / TE: Unit 4, Week 1, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–319 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426
Recount a single event or multiple events, memories or ideas. C.2.3b	SI: Unit 2, Week 1, 255 SI: Unit 4, Week 1, 275–277 / TE: Unit 4, Week 1, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–319 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426

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<p>Include details which describe actions, thoughts, emotions. C.2.3c</p>	<p>SI: Unit 4, Week 1, 276, 277 / TE: Unit 4, Week 1, T376–T377, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–318 / TE: Unit 4, Week 2, T386–T387 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426</p>
<p>Use temporal words and phrases to signal event order. C.2.3d</p>	<p>SI: Unit 4, Week 3, 361 / TE: Unit 4, Week 3, T410–T411,</p>
<p>Create a sense of closure. C.2.3e</p>	<p>SI: Unit 2, Week 1, 255 SI: Unit 4, Week 1, 275–277 / TE: Unit 4, Week 1, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–319 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426</p>
<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.3f</p>	<p>SE: Unit 2, Week 1: 253 / TE: Unit 2, Week 1, T352–T353, T356–T357, T360–T361, T364–T365 SI: Unit 2, Week 2, 287–289 / TE: Unit 2, Week 2, T376–T377, T380–T381, T384–T385, T388–T389, T392 SI: Unit 2, Week 3, 331– / TE: Unit 2, Week 3, T400–T401, T404–T405, T408–T409, T412–T413, T416 SI: Unit 4, Week 1, 275–277 / TE: Unit 4, Week 1, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379 SI: Unit 4, Week 2, 317–319 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403 SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426</p>

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<b>Production and Distribution</b>	
With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. C.2.4	SI: Unit 1, Week 3, 127 / TE: Unit 1, Week 3, T398 SI: Unit 1, Week 2, 89 / TE: Unit 1, Week 2, T374 SI: Unit 1, Week 6, 206–207; TE: Unit 1, Week 6, T474–T475 SI: Unit 2, Week 6, 423 / TE: Unit 2, Week 6, T488–T489 TE: Unit 3, Week 3, T412 SI: Unit 3, Week 6, 223 / TE: Unit 3, Week 6, T488–T489 SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T498–T499 SI: Unit 5, Week 6, 676 / TE: Unit 5, Week 6, T492
<b>Research to Build and Present Knowledge</b>	
Conduct shared research and writing projects that build knowledge about a topic. C.2.5	SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 2, Week 6, 420–428 / TE: Unit 2, Week 6, T484–T495 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 4, Week 6, 450–458 / TE: Unit 4, Week 6, T494–T505 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484–T491
Collect information from real-world experiences or provided sources to answer or generate questions. C.2.6 (Continued)	SI: Unit 1, Week 6, 200–208; TE: Unit 1, Week 6, T466–T477 SI: Unit 2, Week 6, 420–428 / TE: Unit 2, Week 6, T484–T495 SI: Unit 3, Week 6, 220–228 / TE: Unit 3, Week 6, T484–T495 SI: Unit 4, Week 6, 450–458 / TE: Unit 4, Week 6, T494–T505 SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T484–T491
<b>Range of Writing</b>	
<b>Language L.2</b>	
<b>Conventions of Standard English</b>	
In writing or speaking, demonstrate appropriate use of: L.2.1	
collective nouns. L.2.1a	TE: Unit 2, Week 5, T455 TE: Unit 2, Week 5, T459 SI: Unit 2, Week 5, 410 / TE: Unit 2, Week 5, T463, T467



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frequently occurring irregular nouns. L.2.1b	TE: Unit 2, Week 2, T383, T387 SI: Unit 2, Week 2, 286 / TE: Unit 2, Week 2, T391 TE: Unit 2, Week 3, T403
reflexive pronouns. L.2.1c	TE: Unit 3, Week 1, T355 TE: Unit 4, Week 4, T438–T439, T442–T443 TE: Unit 4, Week 5, T324, T465, T469, T470 SI: Unit 4, Week 5, 440 / TE: Unit 4, Week 5, T473 TE: Unit 5, Week 1, T355 SI: Unit 5, Week 5, 661 / TE: Unit 5, Week 5, T448–T449
past tense of frequently occurring irregular verbs. L.2.1d	TE: Unit 3, Week 3, T177, T411 SI: Unit 3, Week 3, 134 / TE: Unit 3, Week 3, T415, T419 TE: Unit 3, Week 4, T427
adjectives and adverbs in sentence formation. L.2.1e	TE: Unit 3, Week 5, T455, T459 SI: Unit 3, Week 5, 210 / TE: Unit 3, Week 5, T463 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T377 TE: Unit 4, Week 1, T369, T373 TE: Unit 4, Week 2, T389, T393, T397 SI: Unit 4, Week 2, 316 / TE: Unit 4, Week 2, T401 SI: Unit 4, Week 5, 441 / TE: Unit 4, Week 5, T458–T459 SI: Unit 5, Week 4, 625 / TE: Unit 5, Week 4, T424–T425
producing, expanding and rearranging complete simple and compound sentences. L.2.1f	TE: Unit 1, Week 1, T337, T341, T345 SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T349 TE: Unit 1, Week 2, T361, T365, T369 SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T373 TE: Unit 1, Week 3, T389, T393 SI: Unit 1, Week 3, 124 / TE: Unit 1, Week 3, T397 SI: Unit 3, Week 4, 169 / TE: Unit 3, Week 4, T424–T425 SI: Unit 5, Week 4, 626–627 / TE: Unit 5, Week 4, T436–T437, T440–T441

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When writing: L.2.2	
Capitalize proper nouns, including but not limited to holidays, product names and geographic names. L.2.2a	SI: Unit 2, Week 3, 330 / TE: Unit 2, Week 3, T407, T411, T415, T419, T427 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T434–T435, T442–T443 SI: Unit 4, Week 6, 456–457 / TE: Unit 4, Week 6 T502–T503 TE: Unit 5, Week 4, T224–T225 SI: Unit 5, Week 5, 659
Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). L.2.2b	TE: Unit 4, Week 3, T417, T421 SI: Unit 4, Week 3, 360 / TE: Unit 4, Week 3, T425, T429 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T434–T435, T437 SI: Unit 4, Week 6, 456 / TE: Unit 4, Week 6, T502
Use apostrophe to form contractions and possessives. L.2.2c	SI: Unit 1, Week 2, 155 / TE: Unit 1, Week 2, T306–T407, T410–T411 SI: Unit 2, Week 1, 251 / TE: Unit 2, Week 1, T354, T358 TE: Unit 2, Week 4, T435 SI: Unit 2, Week 4, 374 / TE: Unit 2, Week 4, T439 TE: Unit 5, Week 2, T387 SI: Unit 5, Week 2, 544 / TE: Unit 5, Week 2, T391 TE: Unit 5, Week 3, T403
Generalize spelling patterns. L.2.2d	TE: Unit 2, Week 2, T378, T384 TE: Unit 2, Week 3, T402, T408 SI: Unit 3, Week 1, 18 / TE: Unit 3, Week 1, T18–T19 SI: Unit 3, Week 3, 97 / TE: Unit 3, Week 3, T162–T163 SI: Unit 3, Week 4, 140 / TE: Unit 3, Week 4, T218–T219 SI: Unit 3, Week 4, 141 / TE: Unit 3, Week 4, T232–T233 TE: Unit 3, Week 1, T354 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T430 TE: Unit 3, Week 4, T434, T438 SI: Unit 4, Week 1, 240 / TE: Unit 4, Week 1, T62–T63 SI: Unit 4, Week 2, 282 / TE: Unit 4, Week 2, T130–T131 SI: Unit 5, Week 3, 550 / TE: Unit 5, Week 3, T152–T153

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Use reference materials to self-check and correct spelling. L.2.2e	SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T366–T367, T370–T371 TE: Unit 1, Week 5, T437, T441 SI: Unit 1, Week 5, 190 / TE: Unit 1, Week 5, T445 TE: Unit 4, Week 5, T462–T463 SI: Unit 5, Week 5, 660 / TE: Unit 5, Week 5, T459, T463, T467
<b>Knowledge of Language</b>	
Use knowledge of language and its conventions when writing, speaking, reading or listening. L.2.3	SI: Unit 2, Week 4, 375–377 / TE: Unit 2, Week 4, T424–T425, T428–T429, T432–T433, T436–T437, T440 TE: Unit 3, Week 6, T492 SI: Unit 4, Week 3, 358 / TE: Unit 4, Week 3, T204–T205 SI: Unit 4, Week 4, 405–406 / TE: Unit 4, Week 4, T442–T443, T446–T447 TE: Unit 4, Week 6, T502 SI: Unit 5, Week 6, 671 SI: Unit 5, Week 6, 678–679
Compare formal and informal uses of English. L.2.3a	TE: Unit 3, Week 6, T492 TE: Unit 4, Week 3, T421 TE: Unit 4, Week 6, T502 TE: Unit 5, Week 2, T387, T395
<b>Vocabulary Acquisition and Use</b>	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4	SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T92 SI: Unit 2, Week 4, 357 / TE: Unit 2, Week 4, T245 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T174 SI: Unit 5, Week 1, 468 / TE: Unit 5, Week 1, T18–T19 SI: Unit 5, Week 1, 469 / TE: Unit 5, Week 1, T32 SI: Unit 5, Week 5, 642 / TE: Unit 5, Week 5, T306
Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4a	TE: Unit 1, Week 1, T44 SI: Unit 1, Week 3, 113, 121 / TE: Unit 1, Week 3, T154–T155, T168, T172, T177 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T152–T153, T162, T167, T169, T173, T176, T177, T181 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T156–T157, T173, T176, T182 SI: Unit 4, Week 3, 338, 357 / TE: Unit 4, Week 3, T162–T163, T172, T180, T183, T187 SI: Unit 5, Week 3, 579 / TE: Unit 5, Week 3, T160–T161

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<p>Determine the meaning of the new word formed when a known prefix is added to a known word. L.2.4b</p>	<p>TE: Unit 2, Week 3, T188 SI: Unit 4, Week 4, 366 / TE: Unit 4, Week 4, T224 SI: Unit 4, Week 4, 401 / TE: Unit 4, Week 4, T232 SI: Unit 4, Week 4, 367 / TE: Unit 4, Week 4, T238–T239 SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T224–T225</p>
<p>Use a known root word as a clue to the meaning of an unknown word with the same root. L.2.4c</p>	<p>SI: Unit 2, Week 4, 371 / TE: Unit 2, Week 4, T222–T223 SI: Unit 3, Week 4, 165 / TE: Unit 3, Week 4, T226–T227 SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T224–T225</p>
<p>Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4d</p>	<p>SI: Unit 1, Week 1, 40 / TE: Unit 4, Week 1, T52–T53 SI: Unit 2, Week 6, 416–417 / TE: Unit 2, Week 6, T474–T475 TE: Unit 2, Week 6, T478–T479 TE: Unit 2, Week 6, T480 TE: Unit 2, Week 6, T482 SI: Unit 2, Week 6, 419 / TE: Unit 4, Week 6, T466–T467, T470–T471</p>
<p>Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. L.2.4e</p>	<p>SI: Unit 1, Week 1, 40 / TE: Unit 1, Week 1, T52–T53 SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T180–T181 SI: Unit 1, Week 5, 182 / TE: Unit 1, Week 5, T298–T299 E: Unit 2, Week 1, T50 SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T114–T115 TE: Unit 2, Week 2, T152–T153 SI: Unit 2, Week 5, 402 / TE: Unit 2, Week 5, T316–T317 SI: Unit 2 430 / TE: Unit 2 T514–T515 TE: Unit 3, Week 4, T248 TE: Unit 4, Week 3, T194–T195 SI: Unit 5 680 / TE: Unit 5 T514–T515</p>
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. L.2.4f</p>	<p>SI: Unit 1, Week 4, 133 / TE: Unit 1, Week 4, T243 SI: Unit 2, Week 3, 322 / TE: Unit 2, Week 3, T184–T185 TE: Unit 4, Week 1, T369, T373 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T377 SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T146–T147</p>

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Demonstrate understanding of word relationships and nuances in word meanings. L.2.5	SI: Unit 2, Week 1, 249 / TE: Unit 2, Week 1, T26–T27 SI: Unit 2, Week 4, 366 / TE: Unit 2, Week 4, T254–T255 SI: Unit 3, Week 1, 43 / TE: Unit 3, Week 1, T26–T27 SI: Unit 3, Week 2, 87 / TE: Unit 3, Week 2, T86–T87 SI: Unit 5, Week 1, 499 / TE: Unit 5, Week 1, T26–T27
Demonstrate understanding of words by relating them to their synonyms and antonyms. L.2.5a	SI: Unit 1, Week 2, 83, 88 / TE: Unit 1, Week 2, T90–T91, T100, T366–T367, T370–T371 SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T92–T93 SI: Unit 3, Week 2, 87 / TE: Unit 3, Week 2, T86–T87, T112, T115 SI: Unit 4, Week 1, 266 / TE: Unit 4, Week 1, T56–T57 TE: Unit 4, Week 2, T118 SI: Unit 5, Week 2, 541 / TE: Unit 5, Week 2, T92–T93
Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). L.2.5b	SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T366–T367, T370–T371 SI: Unit 1, Week 4, 146 / TE: Unit 1, Week 4, T236–T237 SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T92 SI: Unit 4, Week 1, 266 / TE: Unit 4, Week 1, T56–T57

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