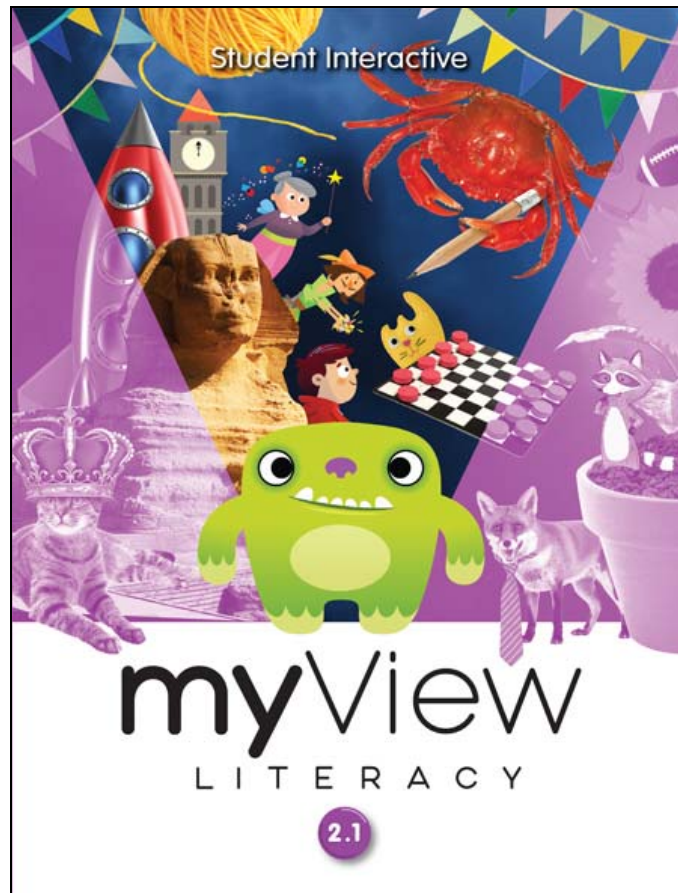


## A Correlation of



To the

# Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

## Grade 2

**SAVVAS**

# **A Correlation of myView Literacy, Grade 2, ©2020 to the Massachusetts Curriculum Framework 2017 English Language arts and Literacy**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Massachusetts Curriculum Framework English Language Arts and Literacy**. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

*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>Grade 2 Reading Standards</b>	
<b>Grade 2 Reading Standards for Literature [RL]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p><b>Unit 1:</b> Realistic Fiction, T30 Read, T38 First Read: Ask, T42 Respond and Analyze, My View, T56, T132 Ask and Answer Questions, T131, T142–T143</p> <p><b>Unit 2:</b> First Read: Ask, T193, T196, T275, T277, T280, T284, T290 Close Read: Determine Key Ideas, T355, T366 Respond and Analyze, My View, T294 Check for Understanding, T213</p> <p><b>Unit 3:</b> First Read, T41, T46, T49, T50, T204 Close Read: Determine Key Ideas, T49</p> <p><b>Unit 4:</b> Close Read, T49, T57, T216, T372 Reread A Place To Play, T189 Realistic Fiction, T190 Read, T198 Close Read</p> <p><b>Unit 5:</b> Read The Best Place, T29 Reread Lizard's Move, T263 First Read: Ask, T290, T291 Respond and Analyze, T368–T369</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>2.</b> Retell stories, including fables and folktales</p>	<p><b>Unit 1:</b></p>

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<b>Massachusetts Curriculum Framework 2017 English Language arts and Literacy</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Retelling, T55, T276 ELL Targeted Skill, T127, T131, T328 First Read, T270 <b>Unit 2:</b> Retell, T218 First Read, T279, T285, T289, T293 <b>Unit 3:</b> Retell, T29, T101, T337 Traditional Tales: Fables, T30, T32–T33, T34 Traditional Tales: Legends, 102, 106 Identify Folktales, T188 Whole Group, T109 Identify Theme, T58–T59 <b>Unit 4:</b> Retell, T29, T109, T189, T271, T353 Read, T198 First Read, T203, T209, T213, T221 Minilesson: Determine Theme, T228 Strategy Group: Determine Theme, T230 <b>Unit 5:</b> Retell, T29, T107, T187, T263, T343</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>3.</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>Unit 1:</b> Describe and Understand Characters, T110, T121,</p>

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<p align="center"><b>Massachusetts Curriculum Framework 2017 English Language arts and Literacy</b></p>	<p align="center"><b>myView Literacy Grade 2, ©2020</b></p>
	<p>T123, T126, T186–T187                      Minilesson: Character Traits, T138–T139                      Describe and Understand Plot Elements, T347, T349, T356–T357  <b>Unit 2:</b>                      Describe and Understand Characters, T266, T274, T278, T281, T282, T291, T300–T301  <b>Unit 3:</b>                      Strategy Group: Identify Fables, T36                      First Read: Talk, T215  <b>Unit 4:</b>                      Main Characters, T171—T172</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>Craft and Structure</b></p> <p><b>4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply</p>	<p><b>Unit 1:</b>                      Minilesson: Poetry, T260</p>

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<p style="text-align: center;"><b>Massachusetts Curriculum Framework 2017 English Language arts and Literacy</b></p>	<p style="text-align: center;"><b>myView Literacy Grade 2, ©2020</b></p>
<p>rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>Unit 2:</b> Possible Teaching Point: Author's Craft, T283, T290</p> <p><b>Unit 3:</b> Imagery, T164–T167 Possible Teaching Point: Author's Craft, T194, T197 Minilesson: Explore Alliteration, T247–T248 Independent Writing, T247 Share Back, T247, T248</p> <p><b>Unit 4:</b> Possible Teaching Point: Author's Craft, T47, T54, T208 Read Like a Writer, Write for a Reader, T324–T325</p> <p><b>Unit 5:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Minilesson: Explain Patterns and Structures, T276, T300–T301, T314</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;High-Frequency Words Practice; <i>Decodable Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>5.</b> 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> Minilesson: Explore the Structure of Fiction, T238–T239 Spotlight on Genre: Realistic Fiction, T328–T329 Plot, T330, T337, T345, T347, T349, T356–T357 Minilesson: Describe and Understand Plot Elements, T356</p>

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	<p><b>Unit 2:</b> Plot, T184, T190, T192, T194, T198, T204, T208, T218–T219</p> <p><b>Unit 3:</b> Traditional Tale: Legend: T104 Minilesson: Story Structure, T154–T155</p> <p><b>Unit 4:</b> Minilesson: Sequence of Events, T252 Minilesson: Explore Conclusion, T253 Identify Text Structure, T41, T45, T50, T52, T58, T66–T67, T68, T69 Plot, T92</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>6.</b> Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.</p>	<p><b>Unit 1:</b> First Read: Talk, T126 Author’s Craft, T46 Check for Understanding, T351</p> <p><b>Unit 2:</b> Literary Devices: Dialogue, T274, T291, T314, T315 Describe and Understand Characters, T278, T300–T301 First Read: Look, T284 Check for Understanding, T295</p> <p><b>Unit 3:</b> Close Read, T41</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Integration of Knowledge and Ideas</b>	
<p><b>7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>Unit 1:</b> Close Read: Describe and Understand Setting, T41, T45, T51, T64 Close Read: Describe and Understand Plot Elements, T337, T356 First Read, T41, T44, T49, T51, T53 Close Read: Use Text Evidence, T46 Minilesson: Setting, T62–T63</p>



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	<p>Check for Understanding, T133</p> <p><b>Unit 2:</b> Use Visuals or Illustration, T194, T278 Illustrations, T196, T199, T278 First Read, T198, T276, T283, T288 Author’s Craft, T286 Visualize Details, T211, T222–T223</p> <p><b>Unit 3:</b> First Read: Look, T48, T114, T124, T125, T196, T198, T209 Picture Walk, T44 ELL Targeted Support, T193 Visualize Details, T194 Understand Text Features, T374–T375</p> <p><b>Unit 4:</b> First Read: Look, T122, T125, T200, T202, T212, T214 Check for Understanding, T141, T223 Picture Walk, T203 Summarize, T217</p> <p><b>Unit 5:</b> Close Read: Identify Elements of Drama, T198 First Read: Look, T198, T209</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)</b></p>	
<p><b>9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><b>Unit 3:</b> Folktales, T186–T187 Cendrillon: An Island Cinderella, T206-T215 Compare and Contrast Stories, T222-T223 Interact with Sources: Telling a Story, T174-T175 Interstellar Cinderella, T192-T205 Reflect and Share, T230-T231 Respond and Analyze, T216-T217</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units</p>

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	1–5; <i>Leveled Readers</i> >Units 1–5; <i>Professional Development Center</i> > Comprehension & Assessment
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10.</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. (See more on qualitative and quantitative dimensions of text complexity.)</p> <p>(Continued)</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b>            Matching Texts to Learning (Leveled Readers) T38-T39, T262-T263            Read, T114-T131, T266-T275            Genre: Poetry, T260-T261            Identify Poetry, T262            Genre: Realistic Fiction, T32-T33, T34</p> <p><b>Unit 2:</b>            Matching Texts to Learning (Leveled Readers) T184-T185, T266-T267            Read, T188-T211, T270-T293            Genre: Realistic Fiction, T182-T183, T184</p> <p><b>Unit 3:</b>            Matching Texts to Learning (Leveled Readers) T34-T35, T106-T107, T188-T189            Read, T110-TT133            Identify Fables, T34            Identify Folktales, T186-T187, T188            Identify Legends, T104-T105, T106            Read Perfect!, T182</p> <p><b>Unit 4:</b>            Matching Texts to Learning (Leveled Readers) T194-T195            Read, T198-T221            Genre: Realistic Fiction, T192-T193</p> <p>(Continued)</p> <p><b>Unit 5:</b>            Matching Texts to Learning (Leveled Readers) T192-T193, T268-T269, T348-T349            Read, T196-T213, T272-T293            Genre: Poetry, T266-T267            Identify Drama, T192–T193, T194</p> <p><b>Digital Resources: Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Decodable Books:</i> Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5</p>

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<b>Grade 2 Reading Standards for Informational Text [RI]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><b>Unit 2:</b> Close Read: Ask and Answer Questions, T43 First Read: Ask, T44, T46, T50, T120 First Read: Look, T45, T51, T52 Close Read: Ask and Answer Questions, T49, T57 Minilesson: Generate Questions, T68–T69 Respond and Analyze, T368</p> <p><b>Unit 3:</b> First Read: Ask, T280, T284</p> <p><b>Unit 4:</b> Ask and Answer Questions, T43, T49, T54, T57, T70–T71 Read, T280 Close Read: Understand Persuasive Text, T372</p> <p><b>Unit 5:</b> First Read: Ask, T45, T49, T53, T56, T136, T274 My View, T138 First Read: Ask, T274</p>
<p><b>2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Unit 1:</b> Identify Main Idea, T186 First Read, T197, T203 Minilesson &amp; Close Read: Identify Main Idea, T186, T192, T201, T202, T214–T215, T216, T217</p> <p><b>Unit 2:</b> Topic and Main Idea, T160–T162, T243–T244 Main Idea and Details, T89</p> <p><b>Unit 3:</b> Close Read: Discuss Author's Purpose, T286</p> <p><b>Unit 4:</b> Wrap-Up, T111 First Read: Read, T364</p>

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	<p>Close Read: Understand Persuasive Text, T364  <b>Unit 5:</b>                      Minilesson: Describe Connections, T64                      Minilesson: Informational Text, T346                      Identify Main Idea, T31, T348, T354, T362, T367, T374-T375, T376, T377</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>Unit 2:</b>                      Identify Text Structure, T46, T47, T64–T65                      Cross-Curricular Perspectives: Science, T120  <b>Unit 3:</b>                      Procedural Text, T338–T339                      Think Aloud, T338, T339                      Minilesson: Multimodal Text, T340–T341                      Introduce the Text, T346-T347                      Procedural Text: My Food, Your Food, T347-T369  <b>Unit 5:</b>                      How-To Books, T87, T88, T89                      Minilesson: Generate Ideas, T91                      Describe Connections, T41, T64–T65</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Craft and Structure</b>	
<p><b>4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the following:  <b>Unit 1:</b>                      Introduce the Text: Preview Vocabulary, T190                      Vocabulary in Context, T197, T205                      Minilesson: Develop Vocabulary, T208  <b>Unit 2:</b>                      Academic Vocabulary, T14-T15                      Minilesson: Develop Vocabulary, T58                      Introduce the Text: Preview Vocabulary, T352                      Vocabulary in Context, T361  <b>Unit 3:</b>                      Introduce the Text: Preview Vocabulary, T274-T275</p>

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	<p><b>Unit 4:</b> Minilesson: Develop Vocabulary, T60, T140, T304, T378 Vocabulary in Context, T47</p> <p><b>Unit 5:</b> Close Read: Vocabulary in Context, T53, T55, T136, T358, T366 Minilesson: Develop Vocabulary, T58</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>Unit 2:</b> Text Features, T129, T130–T131, T136–T137, T245, T374–T375, T376, T377</p> <p><b>Unit 3:</b> Possible Teaching Point: Read Like A Writer: Author's Craft, T283 Minilesson: Text Structure, T308 Minilesson: Understand Text Features, T374 Minilesson: Organizing Information, T388 Text Features, T277</p> <p><b>Unit 4:</b> Close Read: Use Text Features, T121, T128, T133, T135, T136, T146, T148 First Read, T367, T368, T370, T372, T373, T377 Conduct Research: Use a Web Site, T432–T433</p> <p><b>Unit 5:</b> First Read: Look, T52</p>

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	<p>Text Features and Graphics, T357</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>Unit 1:</b> Read Like a Writer, T46 Author’s Purpose, T46, T347</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author’s Craft, T121 Author’s Purpose, T121, T356</p> <p><b>Unit 3:</b> Author’s Purpose, T72–T73, T106, T112, T115, T120, T127, T132, T140–T141, T270, T276, T285, T286, T294–T295</p> <p><b>Unit 4:</b> Minilesson: Understand Persuasive Text, T384</p> <p><b>Unit 5:</b> How Graphic Features Support Purpose, T78-T79 Author’s Purpose, T78–T79</p>
<b>Integration of Knowledge and Ideas</b>	
<p><b>7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Diagram, T172-T173 Interact with Sources: Explore the Infographics, T316-T317</p> <p><b>Unit 2:</b> Interact with Sources: Explore the Diagram, T20-T21 Interact with Sources: Explore the Infographics, T98-T99 Minilesson: Informational Text, T346 Possible Teaching Point: Read Like a Writer: Author’s Craft, T356 Minilesson: Use Text Features, T374 Minilesson: Graphic Features, T388</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographics, T92-T93, T256-T257</p>

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	<p>Possible Teaching Point: Read Like a Writer: Author's Craft, T284</p> <p><b>Unit 4:</b> First Read: Ask, T42 First Read: Look, T44 Interact with Sources: Explore the Infographics, T100-T101, T262-T263 First Read: Ask, T121 First Read: Look, T291 Minilesson: Monitor Comprehension, T388</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographics, T98-T99, T254-T255 Minilesson: Monitor Comprehension, T388</p>
<p><b>8.</b> Describe how reasons support specific points the author makes 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 Understand Persuasive Text, T358, T364, T368, T372, T384–T385, T386, T387 First Read, T50</p>
<p><b>9.</b> 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, T224–T225 Whole Group, T73 Compare Across Texts, T338–T389</p> <p><b>Unit 2:</b> Strategy Group: Compare Texts, T74, T384 Whole Group, T75, T147</p>

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	<p><b>Unit 4:</b> Strategy Group: Compare Texts, T76, T156, T320, T394 Compare Across Texts, T416–T417</p> <p><b>Unit 5:</b> Strategy Group: Compare Texts, T74, T154, T384 Close Read: Compare and Contrast Texts, T118, T123, T130–T131, T144–T145, T146</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10.</b> Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p><b>Unit 1:</b> Reading Workshop: Matching Texts to Learning T186-T187 Read, T190-T207 Identify Informational Text, T186</p> <p><b>Unit 2:</b> Reading Workshop: Matching Texts to Learning T34-T35, T112-T113 Read, T38-T57, T116-TT129 Identify Informational Text, T34, T112, T344, T348</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T122, T129 Reading Workshop: Matching Texts to Learning T270-T271, T342-T343 Read, T274-TT287 Identify Informational Text, T270 Identify Multimodal Text, T342</p> <p><b>Unit 4:</b></p>



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	<p>Reading Workshop: Matching Texts to Learning T34-T35, T276-T277 Read, T38-T59, T280-T303 Identify Narrative Nonfiction, T34 Identify Biographies, T114, T276 Identify Persuasive Text, T358</p> <p><b>Unit 5:</b> Reading Workshop: Matching Texts to Learning T34-T35, T112-T113 Read, T38-T57, T116-T137 Identify Informational Text, T34, T112, T348</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5</p>
<b>Grade 2 Reading Standards for Foundational Skills [RF]</b>	
<b>Phonics and Word Recognition</b>	
<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
<b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p><b>Unit 1:</b> Phonological Awareness &amp; Phonics: Long and Short Vowels, T22, T23, T24, T28, T53, T58, T98, T98, T99, T155, T180 Decode Words with Long Vowels: CVCE, T134 Build Words with Letter Tiles, T135</p> <p><b>Unit 2:</b> Phonics: Words with Long Vowels, T106, T256, T260, T336, T337, T340, T390-T391</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i, T22, T24, T26, T28, T54</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Phonics; &gt;Decodable Readers</p>
<b>b.</b> Know spelling-sound correspondences for additional common vowel teams.	<p><b>Unit 2:</b> Decode and Write Words with Vowel Digraphs, T102 Lesson 2-3, 5: Spell Words with Long a: ai, ay, ea, T104, T152-T153</p>

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(Continued)	<p>Lessons 1-3, 5: Spell Words with ie, T234-T235 Write Words with Vowel Digraph ie, T174, T178, T214, T234-T235 Word Work Activity: Build Words with Letter Tiles, T215 Decodable Reader, T297 Phonics: Write Words with Long o Spelled o, oa, ow, T338, T340 <b>Unit 3:</b> Spell Words with ou, ow, oi, oy, T310-T311, T391 Spell Words with Vowel Teams oo, ue, ew, ui, T330-T335, T390-T391 Word Work Activity: Build Words with Letter Tiles, T371 <b>Unit 4:</b> Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p>(Continued)</p> <p><b>Unit 5:</b> Phonics: Decode and Write Words Spelled aw, au, augh, al, T180-T185</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Phonics; &gt;Decodable Readers</p>
c. Decode regularly spelled two-syllable words with long vowels.	<p><b>Unit 1:</b> Review Long and Short Vowels, T22, T28 Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Decode Words with Long Vowels, T100 Formative Assessment Options, T101 Phonics: Long Vowels: CVCe, T102, T134 <b>Unit 2:</b> Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102 Phonics: Decode Words with Long e, T256 Minilesson: Phonics: Long e: ee, ea, ey, y, T258, T296 Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow, T338, T340, T416 <b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i: I, ie, i_e, igh, y, T22, T24, T26, T28, T54</p>

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	<p>Build Words with Letter Tiles, T55</p> <p><b>Unit 4:</b> Decode Words with Open Syllables V/CV, T102–T103, T104, T106, T142, T162-T163 Phonics: Open Syllables V/CV</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Phonics; &gt;Decodable Readers</p>
<p><b>d.</b> Decode words with common prefixes and suffixes.</p>	<p><b>Unit 1:</b> Inflected Endings, T352</p> <p><b>Unit 2:</b> Inflected Endings, T320, T322, T324</p> <p><b>Unit 3:</b> Decode Words with Comparative Endings, T94–T98</p> <p><b>Unit 4:</b> Decode Words with Suffixes, T182–T183, T184–T185, T186, T187, T224, T225 Decode Words with Prefixes, T264–T269, T297 Words with Prefixes, T306 Build Words with Letter Tiles, T307 Prefixes, T326-T327</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>Unit 3:</b> Minilessons: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258 Decode /s/ Spelled c; /j/ Spelled g or dge, T408, T408, T412, T414, T416</p> <p><b>Unit 5:</b> Minilessons: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180, T182, T184 ELL Targeted Support: Spelling Patterns, T181</p>

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	<p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Phonics; &gt;Decodable Readers</p>
<p><b>f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Academic Vocabulary: T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350</p> <p><b>Unit 2:</b> Academic Vocabulary: Language Of Ideas, T20, T170, T355, T357, T359, T365, T418 Develop Vocabulary, T58, T130, T212, T294, T368</p> <p><b>Unit 3:</b> Develop Vocabulary, T134, T216, T288, T368 Academic Vocabulary, T49, T70, T349, T359, T418</p> <p><b>Unit 4:</b> Academic Vocabulary: T134, T368, T373, T428 Develop Vocabulary, T60, T140, T304, T378</p> <p><b>Unit 5:</b> Academic Words, T64, T144, T220, T300, T378 Develop Vocabulary, T58, T138, T214, T294, T368 Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182 Minilesson: Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180 Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>

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<b>Fluency</b>	
<b>4.</b> Read with sufficient accuracy and fluency to support comprehension.	
<p><b>a.</b> Read grade-level text with purpose and understanding.</p>	<p><b>Unit 1:</b> Fluency, T30, T108 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p><b>Unit 2:</b> Fluency, T108, T180, T262 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p><b>Unit 3:</b> Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p><b>Unit 4:</b> Fluency, T110, T354 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p> <p><b>Unit 5:</b> Fluency, T29, T108, T188, T264, T344, T367 Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Decodable Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5; <i>Professional Development Center</i>&gt;Foundational Skills &gt;Fluency</p>

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<p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit 1:</b> Decodable Reader,T59, T135, T211, T279, T353, T395 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p><b>Unit 2:</b> Decodable Reader,T61, T133, T215, T297, T371, T413 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p><b>Unit 3:</b> Decodable Reader,T55, T137, T219, T291, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p><b>Unit 4:</b> Decodable Reader,T63, T143, T225, T307, T381, T423 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p> <p><b>Unit 5:</b> Decodable Reader,T61, T141, T217, T297, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Decodable Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5; <i>Professional Development Center</i>&gt;Foundational Skills &gt;Fluency</p>

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<p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b> Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p><b>Unit 2:</b> Close Read: Vocabulary in Context, T47, T121, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T262, T266</p> <p><b>Unit 3:</b> Vocabulary in Context, T123, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p><b>Unit 4:</b> Vocabulary in Context, T45, T127, T271, T345, T374 Context Clues, T200, T211, T215, T219, T222, T240</p> <p><b>Unit 5:</b> Vocabulary in Context, T51, T263, T337 Context Clues, T199, T203, T207, T209, T214, T232</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i> &gt; High-Frequency Words Practice</p>
<p><b>Grade 2 Writing Standards [W]</b></p>	
<p><b>Text Types and Purposes</b></p>	

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<p><b>1.</b> Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</p>	<p><b>Unit 3:</b> Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 5:</b> Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p style="text-align: center;"><b>Connections to the Standards for Mathematical Practice</b></p>	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>Students have an opportunity to explore this objective with the following.</p> <p><b>Unit 1:</b> ELL Targeted Support: Reasons, T403 Analyze Student Model (Argument and Reasons), T406</p> <p><b>Unit 2:</b> Close Read (Text Structure and Reasons), T44</p> <p><b>Unit 3:</b> ELL Targeted Support: Evaluate Information &amp; Topic, Opinion, and Reasons Graphic Organizer, T421</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107 Persuasive Text (Main Point and Supporting Reasons), T354 ELL Targeted Support: Key Words (Express Opinions with Reasons), T356 Close Read (Understand Persuasive Text and Reasoning), T368</p> <p><b>Unit 5:</b> ELL Targeted Support: Key Words (Abstract Vocabulary), T335</p>



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<p>3. Construct viable arguments and respond to the reasoning of others. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</p>	<p>Students are encouraged create arguments and support opinions as they complete the following writing and speaking activities:</p> <p><b>Unit 3:</b> Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107</p> <p><b>Unit 5:</b> Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p>2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>Unit 2:</b> List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403 Informational Writing, T420–T421</p> <p><b>Unit 5:</b> How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403 Informational Writing, T430–T431</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>

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<p><b>3.</b> Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.</p>	<p><b>Unit 3:</b> Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p><b>Unit 4:</b> Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p><b>a.</b> For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)</p>	<p><b>Unit 3:</b> Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<b>Production and Distribution of Writing</b>	
<p><b>4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Unit 2:</b> List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403</p> <p><b>Unit 3:</b> Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403 Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 4:</b> Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413 Letter, T436–T437</p> <p><b>Unit 5:</b> How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>

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	<p>Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference</p>
<p><b>5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	
<p><b>a. (Begins in grade 3.)</b></p>	
<p><b>b.</b> Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).</p>	<p><b>Unit 1:</b> Word Choice, T297</p> <p><b>Unit 2:</b> Time-Order Words, T79 Draft, T83, T319, T393</p> <p><b>Unit 3:</b> Word Choice, T167–T168 Imagery, T164 Draft, T77, T159, T2339, T313, T393</p> <p><b>Unit 4:</b> Word Choice, T399 Precise Words, T161 Draft, T329, T403</p> <p><b>Unit 5:</b> Precise Words, T235 Descriptive Details, T389 Draft, T163, T319, T393</p>
<p><b>6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>Unit 1:</b> Digital Tools Authors Use, T161, T166, T242</p> <p><b>Unit 2:</b> Minilesson: Celebrate, T401</p> <p><b>Unit 3:</b> Conduct Research: Search Online, T422–T423</p> <p><b>Unit 4:</b> Conduct Research: Use a Web Site, T432–T433</p> <p><b>Unit 5:</b> ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing</p>

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	<p>Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><b>Unit 1:</b> Project-Based Inquiry, T400–T401, T402–T403, T404–T405, T406–T407, T408–T409, T410–T411</p> <p><b>Unit 2:</b> Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Unit 3:</b> Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Unit 4:</b> Project-Based Inquiry, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437, T438–T439</p> <p><b>Unit 5:</b> Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Inquiry-Based Project Rubrics and Checklists</p>

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<p><b>8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Unit 1:</b> Write to Sources, T146–T147 Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b> Write to Sources, T144–T145 Writing Club, T164 Inquire: Introduce the Project, T418–T419 Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426</p> <p><b>Unit 3:</b> Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426</p> <p><b>Unit 4:</b> Inquire: Introduce the Project, T428–T429 Introduce Informational Writing, T430 Conduct Research: Use a Web Site, T432–T433 Extend Research: Write a Letter, T436</p> <p><b>Unit 5:</b> Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422 Collaborate and Discuss: Cite Your Sources, T424–T425</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Inquiry-Based Project Rubrics and Checklists</p>

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<b>9. (Begins in grade 4.)</b>	
<b>Range of Writing</b>	
<p><b>10.</b> Write routinely for a range of tasks, purposes, and audiences.</p>	<p><b>Unit 2:</b> List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403</p> <p><b>Unit 3:</b> Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403 Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 4:</b> Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413 Letter, T436–T437</p> <p><b>Unit 5:</b> How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403 Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference</p>

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<b>Grade 2 Speaking and Listening Standards [SL]</b>	
<b>Comprehension and Collaboration</b>	
<p><b>1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	
<p><b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>Unit 1:</b> Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p><b>Unit 2:</b> Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335</p> <p><b>Unit 3:</b> Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323</p> <p><b>Unit 4:</b> Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331</p> <p><b>Digital Resources:</b> <i>Resource Download</i></p>

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	<i>Center</i> >Speaking and Listening
<p><b>b.</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p>	<p><b>Unit 1:</b> Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293</p> <p><b>Unit 2:</b> Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301</p> <p><b>Unit 3:</b> Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291</p> <p><b>Unit 4:</b> Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297</p> <p><b>Digital Resources:</b> <i>Resource Download</i> <i>Center</i>&gt;Speaking and Listening</p>



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<p><b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>Unit 1:</b> Generate Questions, T37, T38, T99 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p><b>Unit 2:</b> Generate Questions, T196–T197, T198, T199, T25 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335 Monitor Understanding, T136, T374</p> <p><b>Unit 3:</b> Generate Questions, T37, T110, T241 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323 Seek Clarification, T230</p> <p><b>Unit 4:</b> Generate Questions, T262, T307 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Generate Questions, T43, T181, T307, T313 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331 Seek Clarification, T72–T73 Compare Texts, T74, T75</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>Connections to the Standards for Mathematical Practice</b></p>	

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<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>Students have an opportunity to explore this objective with the following.</p> <p><b>Unit 1:</b> ELL Targeted Support: Reasons, T403 Analyze Student Model (Argument and Reasons), T406</p> <p><b>Unit 2:</b> Close Read (Text Structure and Reasons), T44</p> <p><b>Unit 3:</b> ELL Targeted Support: Evaluate Information &amp; Topic, Opinion, and Reasons Graphic Organizer, T421</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107 Persuasive Text (Main Point and Supporting Reasons), T354 ELL Targeted Support: Key Words (Express Opinions with Reasons), T356 Close Read (Understand Persuasive Text and Reasoning), T368</p> <p><b>Unit 5:</b> ELL Targeted Support: Key Words (Abstract Vocabulary), T335</p>

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<p>3. Construct viable arguments and respond to the reasoning of others. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</p>	<p>Students are encouraged create arguments and support opinions as they complete the following writing and speaking activities:</p> <p><b>Unit 3:</b> Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107</p> <p><b>Unit 5:</b> Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p><b>2.</b> Recount or describe key ideas or details from a</p>	<p><b>Unit 1:</b></p>

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<p>text read aloud or information presented orally or through other media.</p>	<p>Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p><b>Unit 2:</b> Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335</p> <p><b>Unit 3:</b> Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323</p> <p><b>Unit 4:</b> Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather</p>	<p><b>Unit 1:</b> Questioning, T111, T117, T129, T131, T142–T143</p>

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<p>additional information, or deepen understanding of a topic or issue.</p>	<p>Listening Comprehension, T30–T31, T106–T107, T182–T183, T326–T327 Turn, Talk, and Share, T33, T96, T109, T185, T261, T329, T397 Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–T365 <b>Unit 2:</b> Questioning, T35, T43, T49, T57, T68–T69 Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 Turn, Talk, and Share, T33, T170, T183, T252, T415 Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383 <b>Unit 3:</b> Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339 Turn, Talk, and Share, T187 Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383 <b>Unit 4:</b> Questioning, T35, T43, T49, T54, T57, T70–T71 Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 Turn, Talk, and Share, T193, T275, T357 Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393 <b>Unit 5:</b> Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Turn, Talk, and Share, T27, T98, T100, T111, T191, T267 Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p>
<p><b>Presentation of Knowledge and Ideas</b> <b>4.</b> Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details,</p>	<p><b>Unit 1:</b> Retelling, T55, T206, T312 Publish and Celebrate, T383</p>

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<p>speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 <b>Unit 2:</b> Retelling, T218, T312 Celebrate and Reflect: Share, T428 <b>Unit 3:</b> Share Back, T165 Retelling, T32, T186T306 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Celebrate and Reflect: Share, T428 <b>Unit 4:</b> Retelling, T48, T139, T312, T314 Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 <b>Unit 5:</b> Retelling, T127, T137, T255, T312 Celebrate and Reflect: Share, T428</p>
<p align="center"><b>Connections to the Standards for Mathematical Practice</b></p>	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>Students have an opportunity to explore this objective with the following.  <b>Unit 1:</b></p>

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	<p>ELL Targeted Support: Reasons, T403 Analyze Student Model (Argument and Reasons), T406</p> <p><b>Unit 2:</b> Close Read (Text Structure and Reasons), T44</p> <p><b>Unit 3:</b> ELL Targeted Support: Evaluate Information &amp; Topic, Opinion, and Reasons Graphic Organizer, T421</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107 Persuasive Text (Main Point and Supporting Reasons), T354 ELL Targeted Support: Key Words (Express Opinions with Reasons), T356 Close Read (Understand Persuasive Text and Reasoning), T368</p> <p><b>Unit 5:</b> ELL Targeted Support: Key Words (Abstract Vocabulary), T335</p>
<p><i>3. Construct viable arguments and respond to the reasoning of others.</i></p>	<p>Students are encouraged create arguments and support opinions as they complete the following writing and speaking activities:</p> <p><b>Unit 3:</b> Opinion Letters, T418–T419, T420–T421, T422–T423,</p>

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	<p>T424–T425, T4226–T427, T428–T429</p> <p><b>Unit 4:</b> Reflect and Share: Focus on Strategies (Share Your Reasons), T107</p> <p><b>Unit 5:</b> Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
<p>6. <i>Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p> <p><b>Unit 1:</b> Academic Vocabulary, T20 Writing Workshop: Precise Words, T77, T297</p> <p><b>Unit 2:</b> Writing Workshop: Precise Words, T77, T297 Possible Teaching Point: Author’s Craft (Precise Words), T280</p> <p><b>Unit 4:</b> Writing Workshop: Precise Words, T77, T297</p> <p><b>Unit 5:</b> How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>Unit 1:</b> Conference Support for ELL, T214</p> <p><b>Unit 2:</b> Develop with Visuals and Multimedia, T154 Conference Support for ELL, T352 Celebrate and Reflect: Celebrate!, T378</p> <p><b>Unit 3:</b></p>



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	<p>Explore Audio Recording, T249            Writing Club, T250            Explore Media, T286–T287            Extend Research: Add Photos and Time Lines, T362–T363            Customize It!, T366  <b>Unit 4:</b>            Celebrate!, T384  <b>Unit 5:</b>            Conduct Research: Graphics, T364–T365            Collaborate and Discuss, T366–T367            Recording Tips, T370–T371            Make a Video or Record Informercial (related), T426</p>
<p><b>6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)</p>	<p><b>Unit 1:</b>            Simple Sentences, T68-T69, T138            Complete Sentences, T68            Reading-Writing Bridge, T72            Compound and Complex Sentences, T173, T210-T211, T272            Also see: Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–</p>

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	<p>T365</p> <p><b>Unit 2:</b> Students can practice this skill with the following: Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383</p> <p><b>Unit 3:</b> Students can practice this skill with the following: Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383</p> <p><b>Unit 4:</b> Students can practice this skill with the following: Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393</p> <p><b>Unit 5:</b> Students can practice this skill with the following: Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<b>Grade 2 Language Standards [L]</b>	
<b>Conventions of Standard English</b>	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p>	
<i>Sentence Structure and Meaning</i>	
<p><b>a.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p>	<p><b>Unit 1:</b> Compound Sentences, T194, T199, T232–T233, T300 Simple Sentences, T80–T81, T156 Sentences and End Punctuation, T300–T301</p> <p><b>Unit 3:</b> Revise Drafts by Rearranging Words, T318</p> <p><b>Unit 5:</b></p>

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	Compound Subjects and Predicates, T318-T319, T392 How to Write a Command, T168  <b>Digital Resources:</b> <i>Resource Download Center</i> > Language and Conventions
<b>b.</b> Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.	<b>Unit 3:</b> Adverbs, T354, T367, T392-T393 Explore Descriptive Adjectives and Articles, T319–T320 <b>Unit 4:</b> Adjectives, T44, T57, T84-T85, T164-T165, T408 Adverbs, T44, T57, T84-T85, T408 <b>Unit 5:</b> Minilessons: Edit for Adverbs, T324  <b>Digital Resources:</b> <i>Resource Download Center</i> > Language and Conventions
<i>Word Usage</i>	
<b>c.</b> Use collective nouns and frequently occurring irregular plural nouns.	<b>Unit 2:</b> Singular and Plural Nouns, T82-T83 Irregular Plural Nouns, T154-T155, T236 Collective Nouns, T392-T393 <b>Unit 3:</b> Lesson 1: Collective Nouns, T76  <b>Digital Resources:</b> <i>Resource Download Center</i> > Language and Conventions
<b>d.</b> Use reflexive pronouns.	<b>Unit 4:</b> Reflexive Pronouns, T376, T402-T403 <b>Unit 5:</b> Spiral Review: Reflexive Pronouns, T82  <b>Digital Resources:</b> <i>Resource Download Center</i> > Language and Conventions
<b>e.</b> Form and use the past tense of frequently occurring irregular verbs.	<b>Unit 3:</b> Past-Tense Verbs, T114, Past and Future Verbs, T126 Irregular Past Tense Verbs, T196, T200, T205, T213, T240-T241, T312

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	<b>Digital Resources:</b> <i>Resource Download Center</i> > Language and Conventions
<b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>a.</b> Print upper- and lowercase letters legibly and fluently.	<p><b>Unit 1:</b> Letter Formation, T150–T153, T294–T297, T368–T371 Handwriting, T74–T77, T150–T151, T226–T229, T294–T297, T368–T371</p> <p><b>Unit 2:</b> Letter Formation, T76–T77, T148–T151 Handwriting, T76–T79, T148–T151, T230–T233, T312–T315, T386–T389</p> <p><b>Unit 3:</b> Handwriting, T70–T73, T152–T155, T234–T237, T306–T309, T386–T389</p> <p><b>Unit 4:</b> Letter Formation, T78–T79, T242–T243, T322–T325 Handwriting, T78–T81, T158–T161, T240–T243, T322–T325, T396–T399</p> <p><b>Unit 5:</b> Letter Formation, T76–T77, T232–T235 Handwriting, T76–T79, T156–T159, T232–T235, T312–T315, T386–T389</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Handwriting Models &amp; Practice</p>
<b>b.</b> Capitalize holidays, product names, and geographic names.	<p><b>Unit 4:</b> Minilesson: Capitalization and Commas, T334</p> <p><b>Unit 5:</b> Edit for Capitalization, T397, T399</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>
<b>c.</b> Use commas in greetings and closings of letters.	<p><b>Unit 3:</b> Write a Thank You Note, T426–T427</p> <p><b>Unit 4:</b> Commas in Dates and Letters, T246–T247, T328 Write a Letter, T436</p>
<b>d.</b> Use an apostrophe to form contractions and	<b>Unit 1:</b>

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frequently occurring possessives.	<p>Explore End Punctuation and Apostrophes, T306–T307</p> <p><b>Unit 2:</b> Contractions, T22, T24, T26, T28, T60, T106, T153 Spell Words with Contractions, T80–T81 Possessive Nouns, T318–T319, T392</p> <p><b>Unit 4:</b> Possible Teaching Point: Author's Craft, T52</p> <p><b>Unit 5:</b> Conventions: Contractions, T162–T163, T238, T426</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language Convention Center</p>
<p><b>e.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p><b>Unit 1:</b> Lesson 4: Spell Words With CVC, T79 Long Vowels: CVCe, T102, T134, T154–T155, T180, T231 Inflected Endings, T318–T325, T398</p> <p><b>Unit 2:</b> Inflected Endings, T28–T29 Compound Words, T408–T409, T414–T417</p> <p><b>Unit 3:</b> Comparative Endings, T94–T99 Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>, T408, T414, T416</p> <p><b>Unit 4:</b> Open Syllables V/CV, T102, T104, T106, T142 Syllable Pattern VCCV, T346, T348, T350, T380, T426 VCCV, T346–T351, T426–T427 V/CV, T102–T107</p>

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	<p>Prefixes, T264–T269 Closed Syllables VC/V, T22–T27</p> <p><b>Unit 5:</b> Syllable Pattern VCCCV, T256–T261 Final Stable Syllables -le, -tion, -sion, T408–T411, T414–T415</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling</p>
<p><b>f.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>Unit 1:</b> Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p><b>Unit 2:</b> Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary: Minilesson, T130, T368 Glossary, T136 Informational Text: Minilesson, T346 Glossary, T367 How to Use a Glossary, T448–T449</p> <p><b>Unit 3:</b> Minilesson: Develop Vocabulary, T288 Minilesson: Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449</p> <p><b>Unit 4:</b> How to Use a Glossary, T458–T459</p>

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	<p><b>Unit 5:</b> Dictionary/Glossary, T392 How to Use a Glossary, T448–T449</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>g.</b> Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in <math>1 + 3 = 4</math>, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).</p>	<p>Students can explore this objective with the following:</p> <p><b>Unit 2:</b> Close Read, T46, T47 List Article, T88–T89 Using an Index, T129 First Read, T359</p> <p><b>Unit 3:</b> Instructions, T339 Understand Text Features, T374–T375</p>
<b>Knowledge of Language</b>	
<b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<p><b>a.</b> Compare formal and informal uses of English.</p>	<p><b>Unit 1:</b> Apply End Punctuation and Apostrophes (Informality of Contractions), 307 Write for a Reader (Use Formal Language), T402, T408</p> <p><b>Unit 2:</b> Write for a Reader (Use Formal Language), T426</p> <p><b>Unit 3:</b> ELL Targeted Support (Formal Language), T427 Write a Thank You Note (Use Formal Closing), T426 Write for a Reader (Use Formal Language), T420</p> <p><b>Unit 4:</b> Read Like a Writer (Informal Language), T52 Write for a Reader (Use Formal Language), T430, T434</p> <p><b>Unit 5:</b> Write for a Reader (Use Formal Language), T420, T426</p>

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<b>Vocabulary Acquisition and Use</b>	
<b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
<p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b> Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p><b>Unit 2:</b> Close Read: Vocabulary in Context, T47, T121, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T262, T266</p> <p><b>Unit 3:</b> Vocabulary in Context, T123, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p><b>Unit 4:</b> Vocabulary in Context, T45, T127, T271, T345,</p>



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	<p>T374 Context Clues, T200, T211, T215, T219, T222, T240 <b>Unit 5:</b> Vocabulary in Context, T51, T263, T337 Context Clues, T199, T203, T207, T209, T214, T232</p>
<p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p><b>Unit 4:</b> Decode Words with Prefixes, T264–T269, T297 Words with Prefixes, T306 Prefixes, T326-T327 <b>Unit 5:</b> Minilesson: Word Parts, T276, T312</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>For supporting content please see: <b>Unit 1:</b> Base Words, T43 Inflected Endings, T320-T321, T372-T373 <b>Unit 2:</b> Minilesson: Related Words, T76 <b>Unit 3:</b> Base Words and Comparative Endings, T94, T156-T157, T282</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p><b>Unit 1:</b> Develop Vocabulary, T56-T57 <b>Unit 2:</b> Compound Words, T408-T409, T410, T411, T412, T413, T414-T417 <b>Unit 3:</b> Compound Words, T416-T417</p>

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<p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Unit 1:</b> Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p><b>Unit 2:</b> Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary: Minilesson, T130, T368 Glossary, T136 Informational Text: Minilesson, T346 Glossary, T367 How to Use a Glossary, T448–T449</p> <p><b>Unit 3:</b> Minilesson: Develop Vocabulary, T288 Minilesson: Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449</p> <p><b>Unit 4:</b> How to Use a Glossary, T458–T459</p> <p><b>Unit 5:</b> Dictionary/Glossary, T392 How to Use a Glossary, T448–T449</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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<b>f.</b> Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>a.m.</i> , <i>p.m.</i> )	<p><b>Unit 5:</b> Abbreviations, T283, T336–T341, T390, T391, T416–T417</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<b>g.</b> Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).	<p>Students can explore this objective with the following:</p> <p><b>Unit 5:</b> Lava Flow Cricket 1, T289 (Includes use of shortened words in texts) Make Connections, T304–T305</p>
<b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b>	
<b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T56, T132, T208, T276, T350</p> <p><b>Unit 2:</b> Develop Vocabulary, T58, T130, T212, T294, T368</p> <p><b>Unit 3:</b> Develop Vocabulary, T134, T216, T288, T368</p> <p><b>Unit 4:</b> Develop Vocabulary, T60, T140, T304, T378</p> <p><b>Unit 5:</b> Develop Vocabulary, T58, T138, T214, T294, T368</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;High-Frequency Words Practice; <i>Decodable Readers</i>&gt;Units 1–5; <i>Foundation Skills Kit</i>; <i>Professional Development Center</i>&gt;Vocabulary</p>
<b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	<p><b>Unit 1:</b> Synonyms, T150 Minilesson: Synonyms, T119, T148–T149</p> <p><b>Unit 3:</b> Synonyms, T125, T128, T131, T152–T153</p> <p><b>Unit 4:</b> Synonyms, T134 Develop Vocabulary, T60–T61, T64, T65 Comparative and Superlative Adjectives, T246–</p>

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	<p>T247 <b>Unit 5:</b> Synonyms, T124, T132, T135, T156–T157</p>
<p><b>6.</b> Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>This standard is met throughout the program. See the following representative citations: <b>Unit 1:</b> Academic Vocabulary: T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350 Listening Comprehension, T30–T31, T106–T107, T182–T183, T326–T327 <b>Unit 2:</b> Academic Vocabulary: Language Of Ideas, T20, T170, T355, T357, T359, T365, T418 Develop Vocabulary, T58, T130, T212, T294, T368 Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 <b>Unit 3:</b> Develop Vocabulary, T134, T216, T288, T368 Academic Vocabulary, T49, T70, T349, T359, T418 Adverbs, T367, T392–T393 Explore Descriptive Adjectives and Articles, T319 Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339 <b>Unit 4:</b> Academic Vocabulary: T134, T368, T373, T428 Develop Vocabulary, T60, T140, T304, T378 Adjectives, T44, T57, T84–T85, T164–T165 Adverbs, T44, T57, T84–T85 Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 <b>Unit 5:</b> Academic Words, T64, T144, T220, T300, T378 Develop Vocabulary, T58, T138, T214, T294, T368 Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345</p>

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	<p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary&gt; <i>Resource Download Center</i>&gt;Language and Conventions</p>
<p><b>Connections to the Standards for Mathematical Practice</b></p>	
<p>6. <i>Attend to precision.</i> See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p> <p><b>Unit 1:</b> Academic Vocabulary, T20 Writing Workshop: Precise Words, T77, T297</p> <p><b>Unit 2:</b> Writing Workshop: Precise Words, T77, T297 Possible Teaching Point: Author’s Craft (Precise Words), T280</p> <p><b>Unit 4:</b> Writing Workshop: Precise Words, T77, T297</p> <p><b>Unit 5:</b> How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>