

## A Correlation of



**Grade 2, ©2020**

**To the**

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

**SAVVAS**

# **A Correlation of myView Literacy, Grade 2, ©2020 to the Minnesota Academic Standards in English Language Arts**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Minnesota Academic Standards in English Language Arts**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>R Reading</b>	
RL Literature	
Key Ideas and Details	
RL.2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p><b>Unit 1:</b>            Realistic Fiction, T30            Read, T38            First Read: Ask, T42            Respond and Analyze, My View, T56            Respond and Analyze, My View, T132</p> <p><b>Unit 2:</b>            First Read: Ask, T193            First Read: Ask, T196            First Read: Read, T211            Respond and Analyze, My View, T294            Check for Understanding, T213            First Read: Ask, T275            First Read: Ask, T280            First Read: Ask, T286            First Read: Ask, T290            Close Read: Determine Key Ideas, T355            Close Read: Determine Key Ideas, T366</p> <p><b>Unit 3:</b>            First Read: Ask, T41            First Read: Ask, T46            Close Read: Determine Key Ideas, T49            First Read: Read, T49            First Read: Ask, T50</p> <p><b>Unit 4:</b>            Reread A Place to Play, T189            Realistic Fiction, T190            Read, T198            Close Read: Create New Understandings, T216            Respond and Analyze, My View, T222</p> <p><b>Unit 5:</b>            Read The Best Place, T29            ReRead Lizard's Move, T263            First Read: Ask, T290            First Read: Ask, T291</p>
RL.2.1.2.2 Recount stories, including fables and	<b>Unit 2:</b>

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folktales from diverse cultures, and determine their central message, lesson, or moral.	First Read: Talk, T279 First Read: Read, T285 First Read: Read, T289 First Read: Talk, T293 <b>Unit 3:</b> Explore the Infographic, T20 Traditional Tales: Fables, T30 Minilesson: Traditional Tales: Fables, T32 Identify Fables, T34 Traditional Tales: Legend, T102 Identify Legends, T106 First Read: Talk, T133 Identify Folktales, T188 <b>Unit 4:</b> Read, T198 First Read: Talk, T203 First Read: Read, T209 First Read: Talk, T213 First Read: Read, T221 Minilesson: Determine Theme, T228 Strategy Group: Determine Theme, T230 <b>Unit 5:</b> Reread A Small Tree in a Big Wind, T187
RL.2.1.3.3 Describe how characters in a story respond to major events and challenges.	<b>Unit 1:</b> Describe and Understand Characters, T110 Minilesson: Character Traits, T138 Close Read: Describe and Understand Plot Elements, T347 Close Read: Describe and Understand Plot Elements, T349 Describe and Understand Plot Elements, T356-T357 <b>Unit 2:</b> Describe and Understand Characters, T266 Close Read: Describe and Understand Characters, T281 Describe and Understand Characters, T300-T301 <b>Unit 3:</b> Strategy Group: Identify Fables, T36 First Read: Talk, T215
<b>Craft and Structure</b>	
RL.2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)	<b>Unit 1:</b> Minilesson: Poetry, T260

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<p>supply rhythm and meaning in a story, poem, or song.</p>	<p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T283 Possible Teaching Point: Read Like a Writer: Author's Craft, T290</p> <p><b>Unit 3:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T194 Possible Teaching Point: Read Like a Writer: Author's Craft, T197 Minilesson: Explore Alliteration, T247 Independent Writing, T247 Share Back, T247 Share Back, T248</p> <p><b>Unit 4:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T47 Possible Teaching Point: Read Like a Writer: Author's Craft, T54 Possible Teaching Point: Read Like a Writer: Author's Craft, 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, T300</p>
<p>RL.2.1.5.5 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 Spotlight on Genre: Realistic Fiction, T328-T329 Minilesson: Describe and Understand Plot Elements, T356</p> <p><b>Unit 3:</b> Minilesson: Story Structure, T154</p> <p><b>Unit 4:</b> Minilesson: Sequence of Events, T252 Minilesson: Explore Conclusion, T253</p>
<p>RL.2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>Unit 1:</b> Fluency, T30 Possible Teaching Point: Read Like a Writer: Author's Craft, T46</p>

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	Possible Teaching Point: Read Like a Writer: Author's Craft, T338 <b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T274 Possible Teaching Point: Read Like a Writer: Author's Craft, T291 Check for Understanding, T295 Minilesson: Dialogue, T314 Writing Workshop, T315 <b>Unit 3:</b> Close Read: Determine Key Ideas, T41 <b>Unit 5:</b> Close Read: Fluency, T213
Integration of Knowledge and Ideas	
RL.2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>Unit 1:</b> Close Read: Describe and Understand Setting, T41 First Read: Look, T41 Close Read: Describe and Understand Setting, T45 Close Read: Use Text Evidence, T46 First Read: Look, T49 First Read: Look, T51 Close Read: Describe and Understand Setting, T51 First Read: Look, T53 Minilesson: Setting, T62 Close Read: Describe and Understand Plot Elements, T337 Minilesson: Describe and Understand Plot Elements, T356 <b>Unit 2:</b> First Read: Read, T198 <b>Unit 3:</b> First Read: Look, T48 <b>Unit 5:</b> Close Read: Identify Elements of Drama, T198
RL.2.1.8.8 (Not applicable to literature)	
RL.2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.	<b>Unit 3</b> Read and Compare, T206-T207 Compare and Contrast Stories, T222-T223 Reflect and Share, T230-T231
Range of Reading and Level of Text Complexity	

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<p align="center"><b>Minnesota Academic Standards English Language Arts</b></p>	<p align="center"><b>myView Literacy Grade 2, ©2020</b></p>
<p>RL.2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range</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 Read, T114-T131 Matching Texts to Learning (Leveled Readers) T262-T263 Read, T266-T275</p> <p><b>Unit 2:</b> Matching Texts to Learning (Leveled Readers) T184-T185 Read, T188-T211 Check for Understanding, T213 Matching Texts to Learning (Leveled Readers) T266-T267 Read, T270-T293</p> <p><b>Unit 3:</b> Matching Texts to Learning (Leveled Readers) T34-T35 Matching Texts to Learning (Leveled Readers) T106-T107 Matching Texts to Learning (Leveled Readers) T188-T189</p> <p><b>Unit 4:</b> Matching Texts to Learning (Leveled Readers) T194-T195 Read, T198-T221 Close Read: Create New Understandings, T216</p> <p><b>Unit 5:</b> Matching Texts to Learning (Leveled Readers) T192-T193 Read, T196-T213 Matching Texts to Learning (Leveled Readers) T268-T269 Read, T272-T293</p>
<p><b>RI Informational Text</b></p>	
<p>Key Ideas and Details</p>	
<p>RI.2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how 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 First Read: Look, T45 First Read: Read, T46 Close Read: Ask and Answer Questions, T49 First Read: Ask, T50</p>



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	First Read: Look, T51 First Read: Look, T52 Close Read: Ask and Answer Questions, T57 My View, T58 Minilesson: Generate Questions, T68 First Read: Ask, T120 Check for Understanding, T213 <b>Unit 3:</b> First Read: Ask, T280 First Read: Ask, T284 <b>Unit 4:</b> Close Read: Ask and Answer Questions, T49 Close Read: Ask and Answer Questions, T57 Read, T280 Close Read: Understand Persuasive Text, T372 <b>Unit 5:</b> First Read: Ask, T45 First Read: Ask, T49 First Read: Ask, T53 First Read: Ask, T56 First Read: Ask, T136 My View, T138 First Read: Ask, T274
RI.2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Unit 1:</b> Identify Main Idea, T186 First Read: Talk, T197 First Read: Look, T203 Minilesson: Identify Main Idea, T214-T215 <b>Unit 2:</b> Topic and Main Idea, T160 <b>Unit 3:</b> Close Read: Discuss Author's Purpose, T286 <b>Unit 4:</b>

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	Wrap-Up, T111 First Read: Read, T364 Close Read: Understand Persuasive Text, T364 <b>Unit 5:</b> Wrap-Up Main Idea and Details, T31 Minilesson: Describe Connections, T64 Minilesson: Informational Text, T346 Close Read: Identify Main Idea, T367 Minilesson: Identify Main Idea, T374-T375
RI.2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Unit 2:</b> Cross-Curricular Perspectives: Science, T120 <b>Unit 3:</b> Procedural Text, T338 Think Aloud, T338, T339 Minilesson: Multimodal Text, T340 <b>Unit 5:</b> ELL Minilesson Support: How-To Books, T87 How-To Books, T88 How-To Books: Instructions, T89 Minilesson: Generate Ideas, T91
<b>Craft and Structure</b>	
RI.2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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 Minilesson: Develop Vocabulary, T208 <b>Unit 2:</b> Academic Vocabulary, T14-T15 Minilesson: Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352

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	<p><b>Unit 3:</b> Introduce the Text: Preview Vocabulary, T274-T275</p> <p><b>Unit 4:</b> Minilesson: Develop Vocabulary, T60 Minilesson: Develop Vocabulary, T140 Minilesson: Develop Vocabulary, T304 Minilesson: Develop Vocabulary, T378</p> <p><b>Unit 5:</b> Close Read: Vocabulary in Context, T53 Close Read: Vocabulary in Context, T55 Minilesson: Develop Vocabulary, T58 Close Read: Vocabulary in Context, T136 Close Read: Vocabulary in Context, T358 Close Read: Vocabulary in Context, T366</p>
<p>RI.2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>Unit 2:</b> First Read: Look, T126 Close Read: Text Features, T126 Minilesson: Text Features, T136 Minilesson: Explore Text Features, T245 Minilesson: Use Text Features, T374 Whole Group, T377 Strategy Group: Determine Key Ideas, T380</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</p>

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	Minilesson: Organizing Information, T388 <b>Unit 4:</b> Close Read: Use Text Features, T121 Close Read: Use Text Features, T128 Close Read: Use Text Features, T136 Minilesson: Use Text Features, T146 Strategy Group: Use Text Features, T148 First Read: Look, T365 First Read: Look, T368 First Read: Ask, T370 First Read: Read, T373 First Read: Look, T377 <b>Unit 5:</b> First Read: Look, T52
RI.2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Unit 1:</b> Read Like a Writer, T46 <b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T121 <b>Unit 3:</b> Minilesson: Author's Purpose, T294 <b>Unit 4:</b> Minilesson: Understand Persuasive Text, T384 <b>Unit 5:</b> How Graphic Features Support Purpose, T78-T79
Integration of Knowledge and Ideas	
RI.2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Unit 1:</b> Interact with Sources: Explore the Diagram, T172-T173 Interact with Sources: Explore the Infographics, T316-T317 <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

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	<p>Minilesson: Graphic Features, T388</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographics, T92-T93 Interact with Sources: Explore the Infographics, T256-T257 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 First Read: Ask, T121 Interact with Sources: Explore the Infographics, T262-T263 First Read: Look, T291 Minilesson: Monitor Comprehension, T388</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographics, T98-T99 Interact with Sources: Explore the Infographics, T254-T255 Minilesson: Monitor Comprehension, T388</p>
<p>RI.2.2.8.8 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 Close Read: Understand Persuasive Text, T368 Close Read: Understand Persuasive Text, T372</p>
<p>RI.2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Unit 1:</b> Strategy Group: Compare Texts, T72 Whole Group, T73</p> <p><b>Unit 2:</b></p>

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	<p>Strategy Group: Compare Texts, T74 Whole Group, T75 Whole Group, T147 Strategy Group: Compare Texts, T384</p> <p><b>Unit 4:</b> Strategy Group: Compare Texts, T76 Strategy Group: Compare Texts, T156 Strategy Group: Compare Texts, T320 Strategy Group: Compare Texts, T394 Compare Across Texts, T416</p> <p><b>Unit 5:</b> Strategy Group: Compare Texts, T74 Close Read: Compare and Contrast Texts, T118 Close Read: Compare and Contrast Texts, T123 Close Read: Compare and Contrast Texts, T130 Minilesson: Compare and Contrast Texts, T144 Strategy Group: Compare and Contrast TEXTS, T146 Strategy Group: Compare Texts, T154 Strategy Group: Compare Texts, T384</p>
Range of Reading and Level of Text Complexity	
<p>RI.2.2.10.10 By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.</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</p> <p><b>Unit 2:</b> Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T57 Reading Workshop: Matching Texts to Learning T112-T113 Read, T116-TT129</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T122 Cross-Curricular Perspectives: Social Studies, T129</p>

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	<p>Reading Workshop: Matching Texts to Learning T270-T271 Read, T274-TT287 Reading Workshop: Matching Texts to Learning T342-T343 <b>Unit 4:</b> Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T59 Reading Workshop: Matching Texts to Learning T276-T277 Read, T280-T303 <b>Unit 5:</b> Reading Workshop: Matching Texts to Learning T34-T35 Read, T38-T57 Identify Reading Workshop: Matching Texts to Learning T112-T113 Read, T116-T137</p>
<b>RF Foundational Skills</b>	
Phonics and Word Recognition	
RF.2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3.0.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p><b>Unit 1:</b> Phonological Awareness: Long and Short Vowels, T22 Phonics: Long and Short Vowels, T22 ELL Targeted Support: Long and Short Vowels, T23 Minilesson: Phonics: Decode Words with Short Vowels, T24 Minilesson: Phonics: Review Long and Short Vowels, T28 Foundational Skills Extension: Long and Short Vowels, T53 Strategy Group: Decode Words with Short Vowels, T58 Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Long Vowels, T98 ELL Targeted Support: Long Vowels, T99 Strategy Group: Decode Words with Long Vowels:</p>

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	<p>CVCE, T134</p> <p><b>Unit 2:</b> Phonics: Words with Long o: o, oa, ow, T336 ELL Targeted Support: Changing Phonemes, T337 Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22 ELL Targeted Support, Vowel Patterns, T24 Minilesson: Phonics: Review Long i: i, ie, i_e, igh, y, T26 Read Rabbit's Kite, T28 Word Work Strategy Group: DECODE WORDS WITH LONG i SPELLED i, ie, i_e, igh, y, T54</p>
RF.2.3.0.3.b Know spelling-sound correspondences for additional common vowel teams.	<p><b>Unit 2:</b> Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102 Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104 Minilesson: Phonics: Write Words with Vowel Digraph ie, T174 Minilesson: Phonics: Decode and Write Words with Long e, T256 Minilesson: Phonics: Long e: ee, ea, ey, y, T258 Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338 Minilesson: Phonics: Long o: o, oa, ow, T340</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330 ELL Targeted Support: Vowel Teams, T331 Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332</p> <p><b>Unit 4:</b> Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p><b>Unit 5:</b> Minilesson: Phonics: Decode and Write Words</p>



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	Spelled aw, au, augh, al, T182
<p>RF.2.3.0.3.c Decode regularly spelled two-syllable words with long vowels.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Decode Words with Long Vowels, T100 Formative Assessment Options, T101</p> <p><b>Unit 2:</b> Minilesson: Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102 Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102 Minilesson: Phonics: Decode Words with Long e, T256 Minilesson: Phonics: Decode and Write Words with Long e, T256 Minilesson: Phonics: Long e: ee, ea, ey, y, T258 Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow, T338</p> <p>(Continued)</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22</p> <p><b>Unit 4:</b> Minilesson: Phonics: Decode Words with Open Syllables V/CV, T102 ELL Targeted Support: Open Syllables V/CV, T103 Minilesson: Phonics: Decode and Write Words with Open Syllables V/CV, T104 Phonics: Open Syllables V/CV, T106 Read Spider's Web, T108 Word Work Strategy Group: Open Syllables V/CV, T142</p>
<p>RF.2.3.0.3.d Decode words with common prefixes and suffixes.</p>	<p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Word Parts, T281</p> <p><b>Unit 4:</b> Minilesson: Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or, T182 Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or, T184 Phonics: Suffixes -ly, -ful, -er, -less, -or, T186 Minilesson: Phonics: Decode Words with Prefixes</p>

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	<p>un-, re-, pre-, dis-, T264                      Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266                      Phonics: Prefixes un-, re-, pre-, dis-, T268</p>
<p>RF.2.3.0.3.e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>Unit 3:</b>                      Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258                      Minilesson: Phonics: Decode /s/ Spelled c; /j/ Spelled g or dge, T408                      Phonics: Write /s/ Spelled c; /j/ Spelled g or dge, T408                      Word Work Strategy Group: /s/ Spelled c; /j/ Spelled g, dge, T412                      Phonics: /s/ Spelled ; /j/ Spelled g, dge, T414                      Phonics: Review Words with /s/ Spelled c; /j/ Spelled g, dge, T416</p> <p><b>Unit 5:</b>                      Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180                      ELL Targeted Support: Spelling Patterns, T181                      Minilesson: Phonics: Decode and Write Words with aw, au, augh, al, T182                      Phonics: Review Words with Vowel Sound Spelled au, aw, augh, al, T184</p>
<p>RF.2.3.0.3.f Recognize and read grade-appropriate irregularly spelled words, including high-frequency words</p>	<p><b>Unit 2:</b>                      Language &amp; Conventions: Lesson 2-5: Irregular Plural Nouns, T154-T155                      Lesson 1: Irregular Plural Nouns, T236</p> <p><b>Unit 3:</b></p>

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	<p>Possible Teaching Point: Language &amp; Conventions, T126            Possible Teaching Point: Language &amp; Conventions, T200            Possible Teaching Point: Language &amp; Conventions, 205            Possible Teaching Point: Language &amp; Conventions, 213            Lessons 2-5: Irregular Verbs, T240-T241  <b>Unit 5:</b>            Minilesson: Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180            Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182            Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184</p>
Fluency	
RF.2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.3.0.4.a Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	<p><b>Unit 1:</b>            Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35            Read, T38-T55            Matching Texts to Learning: Guided Reading Instruction Prompts, T186-T187            Read, T190-T207            First Read: Read, T192, T198            First Read: Talk, T204  <b>Unit 2:</b>            Matching Texts to Learning: Guided Reading Instruction Prompts, T112-T113            Read, T116-T129            First Read: Read, T190            First Read: Read, T199            Matching Texts to Learning: Guided Reading Instruction Prompts, T266-T267            Read, T270-T293  <b>Unit 3:</b>            Matching Texts to Learning: Guided Reading Instruction Prompts, T106-T107            Read, T110-T133            Minilesson: Folktales, T186            Matching Texts to Learning: Guided Reading Instruction Prompts, T270-T271</p>

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	<p>Read, T274-T287</p> <p><b>Unit 4:</b> Matching Texts to Learning: Guided Reading Instruction Prompts, T114-T115 Read, T118-T139 Matching Texts to Learning: Guided Reading Instruction Prompts, T276-T277 Read, T280-T303 First Read: Read, T282, T286 Read, T362</p> <p><b>Unit 5:</b> Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35 Read, T37-T57 Matching Texts to Learning: Guided Reading Instruction Prompts, T348-T349 Read, T352-T367</p>
<p>RF.2.3.0.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit 1:</b> Fluency, T30 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T68 Fluency, T108 Fluency: Rate/Oral Reading Rate and Accuracy, T136 Fluency: Accuracy/Oral Reading Rate and Accuracy, T220</p> <p><b>Unit 2:</b> Fluency, T108 Fluency: Rate/Oral Reading Rate and Accuracy, T134 Fluency, T180 Fluency: Accuracy/Oral Reading Rate and Accuracy, T214 Fluency: Accuracy/Oral Reading Rate and Accuracy, T224 Fluency, T262</p> <p><b>Unit 3:</b> Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, 146 Fluency: Rate/Oral Reading Rate and Accuracy, T220 Fluency: Rate/Oral Reading Rate and Accuracy, T372 Fluency: Prosody/Oral Reading Rate and Accuracy, T412</p>

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(Continued)	<p><b>Unit 4:</b>            Fluency, T110            Fluency: Rate/Oral Reading Rate and Accuracy, T152            Fluency: Accuracy/Oral Reading Rate and Accuracy, T234            Fluency, T354            Fluency: Accuracy/Oral Reading Rate and Accuracy, T386            Fluency: Accuracy/Oral Reading Rate and Accuracy, T390</p> <p>(Continued)</p> <p><b>Unit 5:</b>            Fluency, T29            Fluency, T108            Fluency: Prosody/Oral Reading Rate and Accuracy, T150            Fluency, T188            Fluency: Rate/Oral Reading Rate and Accuracy, T218            Fluency, T264            Fluency, T344            Close Read: Fluency, T367</p>
RF.2.3.0.4.c Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>Unit 1:</b>            Academic Vocabulary: Context Clues, T200            Minilesson: Context Clues, T226            Minilesson: Oral Language, T368</p> <p><b>Unit 2:</b>            Close Read: Vocabulary in Context, T120            Possible Teaching Point: Academic Vocabulary: Context Clues, T190            Possible Teaching Point: Academic Vocabulary: Context Clues, T195            Close Read: Vocabulary in Context, T203            Possible Teaching Point: Academic Vocabulary: Context Clues, T209            Minilesson: Context Clues, T230</p> <p><b>Unit 3:</b>            Close Read: Vocabulary in Context, T200            Possible Teaching Point: Academic Vocabulary: Context Clues, T201            Possible Teaching Point: Academic Vocabulary: Context Clues, T210            Minilesson: Context Clues, T234            Close Read: Vocabulary in Context, T358</p>

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(Continued)	<p><b>Unit 4:</b> Close Read: Vocabulary in Context, T47 Close Read: Vocabulary in Context, T123 Possible Teaching Point: Academic Vocabulary: Context Clues, T200 Minilesson: Context Clues, T240 Close Read: Vocabulary in Context, T374</p> <p>(Continued)</p> <p><b>Unit 5:</b> Close Read: Vocabulary in Context, T53 Close Read: Vocabulary in Context, T136 Possible Teaching Point: Academic Vocabulary: Context Clues, T203 Possible Teaching Point: Academic Vocabulary: Context Clues, T209 Possible Teaching Point: Academic Vocabulary: Context Clues, T212 Minilesson: Context Clues, T232</p>
<b>W Writing</b>	
Text Types and Purposes	
W.2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p><b>Unit 1:</b> Next Steps, T407 Next Steps, T409</p> <p><b>Unit 3:</b> Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421 Next Steps, T425</p>
W.2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p><b>Unit 1:</b> Quick Write, T20</p> <p><b>Unit 2:</b> ELL Targeted Support, T241 Introduction and Conclusion, T242 Prepare for Celebration, T400 Assessment, T402-T403 Create Poster with Media, T426</p> <p><b>Unit 5:</b> Explore Introduction and Conclusion, T247 Apply Introduction and Conclusion, T248 Writing Club, T249 Prepare for Celebration, T400</p>

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	Assessment, T402
W.2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<p><b>Unit 3:</b> Independent Writing, T401 Minilesson: Publish and Celebrate, T401</p> <p><b>Unit 4:</b> Minilesson: Explore Problem and Resolution, T173 Minilesson: Apply Problem and Resolution, T174 Minilesson: Sequence of Events, T252 Independent Writing, T252 Writing Support, T252 Minilesson: Explore Conclusion, T253 Minilesson: Apply Conclusion, T254 Minilesson: Explore Details, T255 Minilesson: Apply Details, T256</p>
Writing Process: Production and Distribution of Writing	
W.2.6.4.4 (Begins in grade 3)	
W.2.6.5.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p><b>Unit 1:</b> Minilesson: Peer Edit, T380 Writing Support, T380 Independent Writing, T380 Share Back, T380 Minilesson: Incorporate Feedback, T381 Writing Support, T381 Independent Writing, T381 Minilesson: How to Write a Final Draft, T382 Writing Support, T382 Independent Writing, T382 Share Back, T382</p> <p><b>Unit 2:</b> Steps To Writing Independently, T321 Minilesson: Edit for Commas in a Series, T398 Minilesson: Edit for Complete Sentences with Subject-Verb Agreement, T399</p> <p><b>Unit 3:</b> Minilesson: Revise Drafts by Rearranging Words, T318 Minilesson: Edit for Nouns, T398 Minilesson: Edit for Prepositions and Prepositional</p>

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(Continued)	Phrases, T399 <b>Unit 4:</b> Minilesson: Edit for Adjectives and Adverbs, T408 Minilesson: Edit for Spelling, T409 Revise and Edit, T436 Peer Review, T436 (Continued) <b>Unit 5:</b> Minilesson: Edit for Pronouns, T398 Minilesson: Edit for Capitalization, T399 Independent Writing, T400 Revise and Edit, T426
W.2.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1:</b> Minilesson: Digital Tools Authors Use, T242 Writing Support, T242 Share Back, T242 <b>Unit 2:</b> Minilesson: Celebrate, T401 <b>Unit 5:</b> ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428
<b>Research to Build and Present Knowledge</b>	
W.2.6.7.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>Unit 1:</b> Conduct Research: Interview an Expert, T404-T405 <b>Unit 2:</b> Inquire: Introduce the Project, T418 Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426 <b>Unit 3:</b> Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 <b>Unit 4:</b> Inquire: Introduce the Project, T428 Conduct Research: Use a Web Site, T432 Extend Research: Write a Letter, T436 <b>Unit 5:</b> Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422



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W.2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, T192 Research Articles, T400 Conduct Research: Interview an Expert, T404-T405 Extend Research, Include Media, T408-T409</p> <p><b>Unit 2:</b> Research Articles, T418 Conduct Research: Library Database and Books, T422-T423</p> <p><b>Unit 3:</b> Research Articles, T418 Conduct Research: Search Online, T422-T423</p> <p><b>Unit 4:</b> Research Articles, T428 Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b> Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>
W.2.6.9.9 (Begins in grade 4)	
<b>SL Speaking, Viewing, Listening and Media Literacy</b>	
Comprehension and Collaboration	
SL.2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.8.1.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p><b>Unit 1:</b> Writing Club, T91 Writing Club, T167 Writing Club, T243</p> <p><b>Unit 2:</b> Minilesson: Talk About It, T72 Informational Text, T344</p> <p><b>Unit 3:</b> Minilesson: Talk About It, T66 Minilesson: Talk About It, T382</p> <p><b>Unit 4:</b> Minilesson: Talk About It, T74 Minilesson: Talk About It, T392</p> <p><b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T72 Informational Text, T108 Minilesson: Talk About It, T382</p>

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SL.2.8.1.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	<p><b>Unit 1:</b> Minilesson: Talk About It, T70</p> <p><b>Unit 2:</b> Minilesson: Talk About It, T72</p> <p><b>Unit 3:</b> Minilesson: Talk About It, T66</p> <p><b>Unit 5:</b> Minilesson: Talk About It, T72</p>
SL.2.8.1.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p><b>Unit 2:</b> Explore the Infographic, T334 Informational Text, T344</p> <p><b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T72 ELL Targeted Support: Seek Clarification, T72 Informational Text, T108</p>
SL.2.8.1.1.d Cooperate for productive group discussion.	<p><b>Unit 1:</b> Whole Group, T37 Whole Group, T61 Whole Group, T65 Whole Group, T69 Whole Group, T73 Minilesson: Talk About It, T222 Whole Group, T265 Whole Group, T281 Whole Group, T285 Whole Group, T289 Whole Group, T293</p> <p><b>Unit 2:</b> Whole Group, T135 Whole Group, T187</p> <p><b>Unit 3:</b> Minilesson: Talk About It, T66 Whole Group, T373</p> <p><b>Unit 5:</b> Whole Group, T37</p>
SL.2.8.1.1.e Follow two- and three-step oral directions.	<p><b>Unit 1:</b> Explore What Good Writers Do, T88</p> <p><b>Unit 3:</b> Reflect and Share, T382</p>
SL.2.8.2.2 Recount or describe key ideas or details	<b>Unit 1:</b>

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from a text read aloud or information presented orally or through other media.	Realistic Fiction, T30 <b>Unit 2:</b> Informational Text, T30 <b>Unit 3:</b> Traditional Tales: Fables, T30 <b>Unit 4:</b> Narrative Nonfiction: Biography, T30 <b>Unit 5:</b> Informational Text, T30 Minilesson: Talk About It, T228
SL.2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>Unit 1:</b> Realistic Fiction, T30 <b>Unit 3:</b> Traditional Tales: Fables, T30 Celebrate and Reflect: Share, T428 <b>Unit 5:</b> Minilesson: Talk About It, T72 Celebrate and Reflect: Share, T428
Presentation of Knowledge and Ideas	
SL.2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>Unit 1:</b> Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 <b>Unit 2:</b> Celebrate and Reflect: Share, T428 <b>Unit 3:</b> Share Back, T165 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Celebrate and Reflect: Share, T428 <b>Unit 4:</b> Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 <b>Unit 5:</b> Celebrate and Reflect: Share, T428
SL.2.8.5.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when	<b>Unit 1:</b> Celebrate and Reflect: Share, T410 <b>Unit 3:</b>

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appropriate to clarify ideas, thoughts, and feelings.	Minilesson: Apply Audio Recording, T250 <b>Unit 4:</b> Minilesson: Celebration, T411 <b>Unit 5:</b> Celebrate and Reflect: Share, T428
SL.2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)	<b>Unit 1:</b> Celebrate and Reflect: Share, T410 Student Interactive: Share, T411 <b>Unit 3:</b> Celebrate and Reflect: Share, T428 Student Interactive: Share, T429
Media Literacy	
SL.2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.	
SL.2.8.7.7.a Use tools for locating print and electronic materials appropriate to the purpose.	<b>Unit 3:</b> Conduct Research, T422-T423 <b>Unit 4:</b> Conduct Research, T432-T433
SL.2.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).	
SL.2.8.8.8.a With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.	For supporting content please see: <b>Unit 3:</b> Conduct Research, T422-T423 <b>Unit 4:</b> Conduct Research, T432-T433 <b>Unit 5:</b> Extend Research, T426-T427
SL.2.8.8.8.b Share the work with an audience.	This standard is met throughout the program. See the following representative citations: <b>Unit 1:</b> QUICK WRITE, T20

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	Whole Group, T37 Whole Group, T73 Share Back, T89 WRITING CLUB, T90 Whole Group, T113 Share Back, T164 WRITING CLUB, T166 Whole Group, T189 Share Back, T238 WRITING CLUB, T242 <b>Unit 2:</b> Turn, Talk, and Share, T252 Whole Group, T269 <b>Unit 3:</b> Whole Group, T293 Share Back, T321 WRITING CLUB, T322 <b>Unit 4:</b> Whole Group, T37 Share Back, T90 WRITING CLUB, T94 WRITING CLUB, T174 Whole Group, T197 Share Back, T253 Whole Group, T321 Whole Group, T383 Writing Support, T411 Independent Writing, T411 <b>Unit 5:</b> Whole Group, T63 Share Back, T91 WRITING CLUB, T92 Share Back, T171 WRITING CLUB, T172 Whole Group, T195 Share Back, T244 Whole Group, T299 Whole Group, T311 Share Back, T401
<b>L Language</b>	
Conventions of Standard English	
L.2.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.10.1.1.a Use collective nouns (e.g., group).	<b>Unit 2:</b>

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	Lessons 2-5: Collective Nouns, T392-T393 <b>Unit 3:</b> Lesson 1: Collective Nouns, T76
L.2.10.1.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<b>Unit 2:</b> Lessons 2-5: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236
L.2.10.1.1.c Use reflexive pronouns (e.g., myself, ourselves).	<b>Unit 4:</b> Minilesson: Explore Pronouns, T335 Possible Teaching Point: Language & Conventions: Reflexive Pronouns, T376 Lessons 2-5: Reflexive Pronouns, T402-T403 <b>Unit 5:</b> Lesson 1: Reflexive Pronouns, T82 Minilesson: Edit for Pronouns, T398
L.2.10.1.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<b>Unit 3:</b> Possible Teaching Point: Language and Conventions: Irregular Verbs, T200 Possible Teaching Point: Language and Conventions: Irregular Verbs, T205 Possible Teaching Point: Language and Conventions: Irregular Verbs, T213 Lessons 2-5: Irregular Verbs, T240-T241 Lesson 1: Irregular Verbs, T312
L.2.10.1.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Adverbs, T367 Lessons 2-5: Adverbs, T392-T393 <b>Unit 4:</b> Lesson 1: Adverbs, T84 Language & Conventions: Adjectives and Adverbs, T84-T85 Lesson 1: Adjectives and Adverbs, T164 Lesson 1: Comparative and Superlative Adjectives, T246 Edit for Adjectives and Adverbs, T408
L.2.10.1.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<b>Unit 1:</b> Lessons 2-5: Simple Sentences, T80-T81 Lesson 1: Simple Sentences, T156 Possible Teaching Point: Language & Conventions: Compound Sentences, T194 Possible Teaching Point: Language and Conventions:

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	Compound Sentences, T199 Lessons 2-5: Compound Sentences, T232-T233 Lesson 1: Compound Sentences, T300 <b>Unit 3:</b> Minilesson: Revise Drafts by Rearranging Words, T318 Extend Research: Revise and Edit, T426 <b>Unit 5:</b> Minilesson: How to Write a Command, T168 Minilesson: Explore Adding or Deleting Words, T325 Minilesson: Apply Adding or Deleting Words, T326 Minilesson: Explore Rearranging Words, T327 Minilesson: Apply Rearranging Words, T328
L.2.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.10.2.2.a Capitalize holidays, product names, and geographic names.	<b>Unit 3:</b> Minilesson: Edit for Nouns, T398 <b>Unit 4:</b> Minilesson: Capitalization and Commas, T334 <b>Unit 5:</b> ELL Targeted Support: Edit for Capitalization, T397 Minilesson: Edit for Capitalization, T399
L.2.10.2.2.b Use commas in greetings and closings of letters.	<b>Unit 4:</b> Lessons 2-5: Commas in Dates and Letters, T246-T247 Lesson 1: Use Commas in Dates, Greetings, and Closings, T328 Write a Letter, T436
L.2.10.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.	<b>Unit 1:</b> Writing Support, T306 Minilesson: Explore End Punctuation and Apostrophes, T306 Minilesson: Apply End Punctuation and Apostrophes, T307 Independent Writing, T307 Writing Support, T307 Share Back, T307

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	<p><b>Unit 2:</b> Phonics: Contractions, T22 Minilesson: Phonics: Decode Words with Contractions, T24 Minilesson: Phonics: Decode and Write Contractions, T24 Minilesson: Phonics: Contractions, T26 Minilesson: Phonics: Review Contractions, T28 Lessons 2-5: Spell Words with Contractions, T80-T81 Minilesson: Phonics: Spiral Review: Contractions, T106 Lesson 4: Contractions, T153 Lessons 2-5: Language &amp; Conventions: Possessive Nouns, T318-T319 Lesson 1: Possessive Nouns, T392</p> <p><b>Unit 4:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T52</p> <p><b>Unit 5:</b> Lessons 2-5: Language &amp; Conventions: Contractions, T162-T163 Lesson 1: Contractions, T238 Revise and Edit, T426</p>
<p>L.2.10.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p>	<p><b>Unit 1:</b> Lesson 4: Create Words CVCe to CVC, T155</p> <p><b>Unit 3:</b> Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>, T408 Phonics: /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, T414 Phonics: Review Words with /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i>, <i>dge</i>, 416</p> <p><b>Unit 4:</b> Lessons 2-5: Spell Words with Spelling Pattern VCCV, T400-T401</p>



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	<p><b>Unit 5:</b> Spelling: Spell Words with <i>aw, au, augh, al</i>, T236-T237 Lessons 2-5: Spell Words Correctly, T392-T393 Spelling: Spell Words with Final Stable Syllables Consonant -le, -tion, -sion, T410-T411</p>
L.2.10.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p><b>Unit 1:</b> Lessons 2-5: Use Resources to Spell Words, T374-T375 <b>Unit 2:</b> Lesson 1: Use Resources to Spell Words, T82 <b>Unit 3:</b> Minilesson: Develop Vocabulary, T288</p>
Knowledge of Language	
L.2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.10.3.3.a Compare formal and informal uses of English.	<p><b>Unit 1:</b> Minilesson: Apply End Punctuation and Apostrophes, T307 Write for a Reader, T426 ELL Targeted Support: Formal Language, T427 <b>Unit 4:</b> Peer Review, T436 <b>Unit 5:</b> Write for a Reader, T426 ELL Targeted Support, T427</p>
Vocabulary Acquisition and Use	
L.2.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>Unit 1:</b> Academic Vocabulary: Context Clues, T200 Minilesson: Context Clues, T226 <b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary: Context Clues, T190 Possible Teaching Point: Academic Vocabulary: Context Clues, T195 Possible Teaching Point: Academic Vocabulary: Context Clues, T197</p>

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	<p>Possible Teaching Point: Academic Vocabulary: Context Clues, T201</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T204</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T205</p> <p><b>Unit 3:</b></p> <p>Close Read: Vocabulary in Context, T42</p> <p>Close Read: Vocabulary in Context, T200</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T201</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T210</p> <p>Minilesson: Develop Vocabulary, T216</p> <p>Minilesson: Context Clues, T234</p> <p>Close Read: Vocabulary in Context, T364</p> <p><b>Unit 4:</b></p> <p>Close Read: Vocabulary in Context, T47</p> <p>Close Read: Vocabulary in Context, T123</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T200</p> <p>Minilesson: Context Clues, T240</p> <p>Close Read: Vocabulary in Context, T374</p> <p><b>Unit 5:</b></p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T199</p> <p>Possible Teaching Point: Academic Vocabulary: Context Clues, T212</p> <p>Minilesson: Context Clues, T232</p> <p>Possible Teaching Point: Read Like a Writer: Author's Craft, T359</p>
<p>L.2.10.4.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p><b>Unit 4:</b></p> <p>Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264</p> <p>Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266</p> <p>Phonics: Prefixes un-, re-, pre-, dis-, T268</p> <p>Word Work Group Strategy: Words with Prefixes, T306</p> <p>Minilesson: Word Parts, T322</p> <p>Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis-, T326-T327</p> <p><b>Unit 5:</b></p> <p>Possible Teaching Point: Academic Vocabulary: Word Parts, T276</p>

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	Minilesson: Word Parts, T312
L.2.10.4.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T43 Possible Teaching Point: Academic Vocabulary: Related Words, T47 Minilesson: Related Words, T74</p> <p><b>Unit 2:</b> Minilesson: Related Words, T76 Possible Teaching Point: Academic Vocabulary: Word Parts, T293</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Comparative Endings, T94 Possible Teaching Point: Academic Vocabulary: Word Parts, T282</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T53 Academic Vocabulary: Related Words, T78</p> <p><b>Unit 5:</b> Academic Vocabulary: Related Words, T41 Academic Vocabulary: Related Words, T50 Academic Vocabulary: Related Words, T54 Minilesson: Related Words, T76</p>
L.2.10.4.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<p><b>Unit 1:</b> Minilesson: Develop Vocabulary, T56 Strategy Group: Develop Vocabulary, T60</p> <p><b>Unit 2:</b> Minilesson: Phonics: Decode Compound Words, T408 Decode and Spell, T408 Strategy Group: Compound Words, T412 Phonics: Compound Words, T414 Phonics: Review Compound Words, T416</p> <p><b>Unit 3:</b> Lesson 4: Compound Words, T411 Minilesson: Phonics: Spiral Review: Compound Words, T416</p>

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L.2.10.4.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p><b>Unit 1:</b> Minilesson: Develop Vocabulary, T208 Student Interactive: Develop Vocabulary, T209 Strategy Group: Develop Vocabulary, T212 Strategy Group: Develop Vocabulary, T354</p> <p><b>Unit 2:</b> First Read: Look, T54 Strategy Group: Develop Vocabulary, T372</p> <p><b>Unit 3:</b> Minilesson: Develop Vocabulary, T288 Formative Assessment Options: Option 2, T289 Strategy Group: Develop Vocabulary, T292</p> <p><b>Unit 4:</b> Strategy Group: Develop Vocabulary, T382</p>
L.2.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.	
L.2.10.5.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p><b>Unit 1:</b> Preview Vocabulary, T334</p> <p><b>Unit 4:</b> Preview Vocabulary, T118</p> <p><b>Unit 5:</b> Preview Vocabulary, T116 Close Read: Make Connections, T290</p>
L.2.10.5.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p><b>Unit 4:</b> ELL Targeted Support: Vocabulary, T60 Strategy Group: Develop Vocabulary, T64 Possible Teaching Point: Academic Vocabulary: Oral Language, T368</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T132 Possible Teaching Point: Academic Vocabulary: Synonyms, T135</p>
L.2.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Oral Language, T337 Possible Teaching Point: Academic Vocabulary: Oral Language, T341</p>

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(Continued)	<p>Minilesson: Oral Language, T368 Use Academic Words, T400</p> <p><b>Unit 2:</b> Minilesson: Develop Vocabulary, T212 Possible Teaching Point: Academic Vocabulary: Oral Language, T354 Possible Teaching Point: Academic Vocabulary: Oral Language, T357 Possible Teaching Point: Academic Vocabulary: Oral Language, T359 Possible Teaching Point: Academic Vocabulary: Oral Language, T365 Use Academic Vocabulary, T418</p> <p><b>Unit 3:</b> Minilesson: Academic Vocabulary, T70 Possible Teaching Point: Academic Vocabulary: Oral Language, T349 Possible Teaching Point: Academic Vocabulary: Oral Language, T353 Possible Teaching Point: Academic Vocabulary: Oral Language, T359 Use Academic Words, T418</p> <p>(Continued)</p> <p><b>Unit 4:</b> Academic Vocabulary, T14-T15 Academic Vocabulary: Context Clues, T200 Academic Vocabulary: Context Clues, T240 Possible Teaching Point: Academic Vocabulary: Oral Language, T368 Possible Teaching Point: Academic Vocabulary: Oral Language, T373 Minilesson: Oral Language, T396 Use Academic Vocabulary, T428</p> <p><b>Unit 5:</b> Academic Vocabulary, T14-T15 Possible Teaching Point: Academic Vocabulary, T199 Possible Teaching Point: Academic Vocabulary: Oral Language, T356 Possible Teaching Point: Academic Vocabulary: Oral Language, T366</p>

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	Academic Vocabulary: Oral Language, T386 Use Academic Words, T418 Write for a Reader, T426