

A Correlation of



To the

New Jersey Student Learning Standards for English Language Arts Grade 2

SAVVAS

A Correlation of myView Literacy, Grade 2, ©2020 to the New Jersey Student Learning Standards for English Language Arts

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **New Jersey Student Learning Standards for English Language Arts**. Correlation page references are to the Teacher Edition and Digital Resources 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.

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

Table of Contents

RL Reading Literature Text	4
RI Reading Informational Text	7
RF Reading Foundation Skills	12
W Writing.....	18
SL Speaking and Listening	20
_Toc24099050	
L Language.....	25

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
RL Reading Literature Text	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Unit 1: 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>Unit 2: First Read: Ask, T193, T196, T275, T277, T280, T284, T290 Respond and Analyze, My View, T294 Check for Understanding, T213</p> <p>Unit 3: First Read, T41, T46, T49, T50, T204 Close Read: Determine Key Ideas, T49</p> <p>Unit 4: Close Read, T49, T57, T216 Reread A Place To Play, T189 Realistic Fiction, T190 Read, T198</p> <p>Unit 5: Read The Best Place, T29 Reread Lizard's Move, T263 First Read: Ask, T290, T291</p>
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	<p>Unit 2: First Read, T279, T285, T289, T293</p> <p>Unit 3: 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</p> <p>Unit 4: Retell, T29, T109, T189, T271, T353 Read, T198 First Read, T203, T209, T213, T221 Determine Theme, T228 Strategy Group: Determine Theme, T230</p> <p>Unit 5: Retell, T29, T107, T187, T263, T343</p>
RL.2.3 Describe how characters in a story respond	Unit 1:

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
to major events and challenges using key details.	Describe and Understand Characters, T110, T121, T123, T126 Character Traits, T138–T139 Describe and Understand Plot Elements, T347, T349, T356–T357 Unit 2: Describe and Understand Characters, T266, T274, T278, T281, T282, T291, T300–T301 Unit 3: Strategy Group: Identify Fables, T36 First Read: Talk, T215
Craft and Structure	
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Unit 1: Poetry, T260 Unit 2: Possible Teaching Point: Author's Craft, T283, T290 Unit 3: Imagery, T164–T167 Possible Teaching Point: Author's Craft, T194, T197 Explore Alliteration, T247–T248 Independent Writing, T247 Share Back, T247, T248 Unit 4: Possible Teaching Point: Author's Craft, T47, T54, T208 Read Like a Writer, Write for a Reader, T324–T325 Unit 5: Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Explain Patterns and Structures, T276, T300–T301, T314
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on	Unit 1: Explore the Structure of Fiction, T238–T239 Spotlight on Genre: Realistic Fiction, T328–T329 Describe and Understand Plot Elements, T356

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
earlier sections.	<p>Unit 3: Traditional Tale: Legend, T104 Story Structure, T154–T155</p> <p>Unit 4: Sequence of Events, T252 Explore Conclusion, T253</p>
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>Unit 1: Fluency, T30 Possible Teaching Point: Read Like a Writer: Author's Craft, T46, T338 Read Like a Writer: Voice, T76–T77</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T274, T291 Check for Understanding, T295 Dialogue, T314 Writing Workshop, T315</p> <p>Unit 3: Close Read: Determine Key Ideas, T41</p> <p>Unit 5: Close Read: Fluency, T213</p>
Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>Unit 1: 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 Setting, T62–T63</p> <p>Unit 2: Use Visuals or Illustration, T194, T278 First Read: Read, T198 Author's Craft, T286</p> <p>Unit 3: First Read: Look, T48</p> <p>Unit 5: Close Read: Identify Elements of Drama, T198</p>
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>Unit 3: Folktales, T186–T187 Cendrillon: An Island Cinderella, T206-T215 Compare and Contrast Stories, T222-T223 Interact with Sources: Telling a Story, T174-T175</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Interstellar Cinderella, T192-T205 Reflect and Share, T230-T231 Respond and Analyze, T216-T217
Range of Reading and Level of Text Complexity	
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Matching Texts to Learning (Leveled Readers), T34-T35, T262-T263 Read, T114-T131, T266-T271 Genre: Poetry, T260-T261 Identify Poetry, T262 Genre: Realistic Fiction, T32-T33, T34</p> <p>Unit 2: Matching Texts to Learning (Leveled Readers), T184-T185, T266-T267 Read, T188-T211, T270-T293 Genre: Realistic Fiction, T182-T183, T184</p> <p>Unit 3: Matching Texts to Learning (Leveled Readers), T34-T35, T106-T107, T188-T189 Read, T110-T133 Identify Fables, T34 Identify Folktales, T186-T187, T188 Identify Legends, T104-T105, T106 Read Perfect!, T182</p> <p>Unit 4: Matching Texts to Learning (Leveled Readers), T194-T195 Read, T198-T221 Genre: Realistic Fiction, T192-T193</p> <p>Unit 5: 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>
RI Reading Informational Text	
Key Ideas and Details	
<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Unit 2: Close Read: Ask and Answer Questions, T43 First Read: Ask, T44, T46, T50, T120 First Read: Look, T45, T51, T52</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Close Read: Ask and Answer Questions, T49, T57 Generate Questions, T68–T69 Respond and Analyze, T368 Unit 3: First Read: Ask, T280, T284 Unit 4: Ask and Answer Questions, T43, T49, T54, T57, T70–T71 Read, T280 Close Read: Understand Persuasive Text, T372 Unit 5: First Read: Ask, T45, T49, T53, T56, T136, My View, T138
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Unit 1: First Read, T197, T203 Identify Main Idea, T186, T201, T202, T214–T215 Unit 2: Topic and Main Idea, T160 Unit 3: Close Read: Discuss Author's Purpose, T286 Unit 4: Wrap-Up, T111 First Read: Read, T364 Close Read: Understand Persuasive Text, T364 Unit 5: Describe Connections, T64 Informational Text, T346 Identify Main Idea, T31, T367, T374–T375
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Unit 2: Identify Text Structure, T46, T47, T64–T65 Cross-Curricular Perspectives: Science, T120 Unit 3: Procedural Text, T338–T339 Think Aloud, T338, T339 Multimodal Text, T340–T341

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Introduce the Text, T346-T347 Procedural Text: My Food, Your Food, T347-T369 Unit 5: How-To Books, T87, T88, T89 Generate Ideas, T91 Describe Connections, T41, T64-T65
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	This standard is met throughout the program. See the following representative citations: Unit 1: Introduce the Text: Preview Vocabulary, T190 Vocabulary in Context, T197, T205 Develop Vocabulary, T208 Unit 2: Academic Vocabulary, T14-T15 Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352 Vocabulary in Context, T361 Unit 3: Introduce the Text: Preview Vocabulary, T274-T275 Unit 4: Develop Vocabulary, T60, T140, T304, T378 Vocabulary in Context, T47 Unit 5: Close Read: Vocabulary in Context, T53, T55, T136, T358, T366 Develop Vocabulary, T58
RI.2.5 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.	Unit 2: Text Features, T129, T130-T131, T136-T137, T245, T374-T375, T448-T449 Unit 3: Possible Teaching Point: Read Like A Writer: Author's Craft, T283 Text Structure, T308 Understand Text Features, T374 Organizing Information, T388

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Unit 4: 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>Unit 5: First Read: Look, T52</p>
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T121 Author's Purpose, T121, T356</p> <p>Unit 3: Author's Purpose, T270, T276, T285, T286, T294–T295</p> <p>Unit 4: Understand Persuasive Text, T384</p> <p>Unit 5: How Graphic Features Support Purpose, T78–T79 Author's Purpose, T78–T79</p>
Integration of Knowledge and Ideas	
<p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Unit 1: Interact with Sources: Explore the Diagram, T172–T173 Interact with Sources: Explore the Infographics, T316–T317</p> <p>Unit 2: Interact with Sources: Explore the Diagram, T20–T21 Interact with Sources: Explore the Infographics, T98–T99</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Informational Text, T346 Possible Teaching Point: Read Like a Writer: Author's Craft, T356 Use Text Features, T374 Graphic Features, T388 Unit 3: Interact with Sources: Explore the Infographics, T92-T93, T256-T257 Possible Teaching Point: Read Like a Writer: Author's Craft, T284 Unit 4: 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 Unit 5: Interact with Sources: Explore the Infographics, T98-T99, T254-T255
RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.	Unit 2: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420 Unit 4: Persuasive Text, T354 Understand Persuasive Text, T368, T372, T384–T385 First Read, T50
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Unit 1: Strategy Group: Compare Texts, T224–T225 Unit 2: Strategy Group: Compare Texts, T74, T384 Whole Group, T75, T147 Unit 4: Strategy Group: Compare Texts, T76, T156, T320, T394 Compare Across Texts, T416–T417 Unit 5: Strategy Group: Compare Texts, T74, T154, T384 Close Read: Compare and Contrast Texts, T118, T123, T130–T131, T144–T145, T146

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
Range of Reading and Level of Text Complexity	
<p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>(Continued)</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Reading Workshop: Matching Texts to Learning, T186-T187 Read, T190-T207 Identify Informational Text, T186</p> <p>Unit 2: Reading Workshop: Matching Texts to Learning, T34-T35, T112-T113 Read, T38-T57, T116-T129 Identify Informational Text, T34, T112, T344, T348</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T122, T129 Reading Workshop: Matching Texts to Learning, T270-T271, T342-T343 Read, T274-T287 Identify Informational Text, T270 Identify Multimedia Text, T342</p> <p>Unit 4: 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>(Continued)</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning, T34-T35, T112-T113 Read, T38-T57, T116-T137 Identify Informational Text, T34, T112, T348</p>
RF Reading Foundation Skills	
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>RF.2.3.A Know spelling-sound correspondences for common vowel teams.</p>	<p>Unit 2: Decode and Write Words with Vowel Digraphs, T102 Lesson 2-3, 5: Spell Words with Long a: ai, ay, ea, T104, T152-T153</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<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</p> <p>Unit 3: 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</p> <p>Unit 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83</p> <p>Unit 5: Phonics: Decode and Write Words Spelled aw, au, augh, al, T180-T185</p>
RF.2.3.B Decode regularly spelled two-syllable words with long vowels.	<p>Unit 1: 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</p> <p>Unit 2: Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102 Phonics: Decode Words with Long e, T256 Phonics: Long e: ee, ea, ey, y, T258, T296 Phonics: Decode Words with Long o Spelled o, oa, ow, T338, T340, T416</p> <p>Unit 3: Phonics: Decode Words with Long i: i, ie, i_e, igh, y,</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>T22, T24, T26, T28, T54 Build Words with Letter Tiles, T55 Unit 4: Decode Words with Open Syllables V/CV, T102–T103, T104, T106, T142, T162–T163 Phonics: Open Syllables V/CV</p>
<p>RF.2.3.C Decode words with common prefixes and suffixes.</p>	<p>Unit 1: Inflected Endings, T352 Unit 2: Inflected Endings, T320, T322, T324 Unit 3: Decode Words with Comparative Endings, T94–T98 Unit 4: 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>RF.2.3.D Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Unit 3: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258 Decode /s/ Spelled c; /j/ Spelled g or dge, T408, T408, T412, T414, T416 Unit 5: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180, T182, T184 ELL Targeted Support: Spelling Patterns, T181</p>
<p>RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.</p>	<p>This standard is met throughout the program. See the following representative citations: Unit 1: Academic Vocabulary: T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350 Unit 2: Academic Vocabulary, T20, T170, T355, T357, T359, T365, T418</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Develop Vocabulary, T58, T130, T212, T294, T368 Unit 3: Develop Vocabulary, T134, T216, T288, T368 Academic Vocabulary, T49, T70, T349, T359, T418 Unit 4: Academic Vocabulary: T134, T368, T373, T428 Develop Vocabulary, T60, T140, T304, T378 Unit 5: Academic Words, T64, T144, T220, T300, T378 Develop Vocabulary, T58, T138, T214, T294, T368 Phonics: Decode and Write Words Spelled aw, au, augh, al, T182 Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180 Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4.A Read grade-level text with purpose and understanding.	Unit 1: Fluency, T30, T108 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220 Unit 2: Fluency, T108, T180, T262 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224 Unit 3: Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412 Unit 4: Fluency, T110, T354 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390 Unit 5: Fluency, T29, T108, T188, T264, T344, T367

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218
RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.	<p>Unit 1: Decodable Reader, T59, T135, T211, T279, T353, T395 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p>Unit 2: Decodable Reader, T61, T133, T215, T297, T371, T413 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p>Unit 3: Decodable Reader, T55, T137, T219, T291, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p>Unit 4: Decodable Reader, T63, T143, T225, T307, T381, T423 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Unit 5: Decodable Reader, T61, T141, T217, T297, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218</p>
<p>RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p>Unit 2: Close Read: Vocabulary in Context, T47, T121, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T262, T266</p> <p>Unit 3: Vocabulary in Context, T123, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p>Unit 4: Vocabulary in Context, T45, T127, T271, T345, T374 Context Clues, T200, T211, T215, T219, T222, T240</p> <p>Unit 5: Vocabulary in Context, T51, T263, T337 Context Clues, T199, T203, T207, T209, T214, T232</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
W Writing	
Text Types and Purposes	
W.2.1 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 conclusion.	<p>Unit 3: Opinion Letters, T418–T419, T420–T21, T422–T423, T424–T425, T426–T427, T428–T429</p> <p>Unit 5: Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p>
W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<p>Unit 2: List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403 Informational Writing, T420–T421</p> <p>Unit 5: How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>
W.2.3 Write narratives 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>Unit 3: Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p>Unit 4: Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p>
Production and Distribution of Writing	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	<p>Unit 1: Revise, T89, T164, T305, T309, T310, T382, T409 Editing, T380</p> <p>Unit 2: Revise, T324, T326, T328, T426–T427 Editing, T235, T237, T398, T399</p> <p>Unit 3: Revise, T318, T319, T426–T427 Editing, T241, T392, T398, T399</p> <p>Unit 4: Revise, T334, T336, T436–T437 Editing, T408, T409</p> <p>Unit 5: Revise, T325, T326, T327, T328, T426–T427 Editing, T83, T237, T239, T324, T398, T399</p>
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Unit 1: Digital Tools Authors Use, T242</p> <p>Unit 2:</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Celebrate, T401 Unit 3: Conduct Research: Search Online, T422–T423 Unit 4: Conduct Research: Use a Web Site, T432–T433 Unit 5: ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428
Research to Build and Present Knowledge	
W.2.7 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).	Unit 1: Project–Based Inquiry, T400–T401, T402–T403, T404–T405, T406–T407, T408–T409, T410–T411 Unit 2: Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429 Unit 3: Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429 Unit 4: Project–Based Inquiry, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437, T438–T439 Unit 5: Project–Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Unit 1: Write to Sources, T146–T147 Conduct Research: Interview an Expert, T404–T405 Unit 2: 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 Unit 3:

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426 Unit 4: Inquire: Introduce the Project, T428–T429 Introduce Informational Writing, T430 Conduct Research: Use a Web Site, T432–T433 Extend Research: Write a Letter, T436 Unit 5: Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422 Collaborate and Discuss: Cite Your Sources, T424–T425
SL Speaking and Listening	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.1.A Follow agreed-upon norms 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).	Unit 1: Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327 Turn, Talk, and Share, T33, T96, T109, T185, T261, T329 Reflect and Share, T70–T71, T222–T223, T364–T365 Unit 2: Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 Turn, Talk, and Share, T33, T96, T109, T185, T261, T325 Reflect and Share, T72–T73, T226–T227, T382–T383 Unit 3: Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339 Turn, Talk, and Share, T187 Reflect and Share, T66–T67, T230–T231, T382–T383 Unit 4: Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 Turn, Talk, and Share, T193, T275, T357 Reflect and Share, T74–T75, T236–T237, T392–T393 Collaborate and Discuss, T434 Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Turn, Talk, and Share, T27, T98, T100, T111, T191,

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	T267 Reflect and Share, T72–T73, T228–T229, T382–T383
SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.	<p>Unit 1: Turn, Talk, and Share, T33, T96, T109, T185, T261, T329</p> <p>Unit 2: Turn, Talk, and Share, T33, T96, T109, T185, T261, T325</p> <p>Unit 3: Turn, Talk, and Share, T187</p> <p>Unit 4: Turn, Talk, and Share, T193, T275, T357 Collaborate and Discuss, T434</p> <p>Unit 5: Turn, Talk, and Share, T27, T98, T100, T111, T191, T267</p>
SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>Unit 1: Generate Questions, T38, T114, T190 Turn, Talk, and Share, T33, T96, T109, T185, T261, T329 Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p>Unit 2: Generate Questions, T188, T270, T352 Turn, Talk, and Share, T33, T96, T109, T185, T261, T325 Reflect and Share, T72–T73, T226–T227, T382– T383 Monitor Understanding, T136, T374</p> <p>Unit 3: Generate Questions, T38, T110, T192 Turn, Talk, and Share, T187 Reflect and Share, T66–T67, T230–T231, T382–T383 Seek Clarification, T230</p> <p>Unit 4: Generate Questions, T118, T198 Turn, Talk, and Share, T193, T275, T357 Reflect and Share, T74–T75, T236–T237, T392–T393 Collaborate and Discuss, T434</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
(Continued)	(Continued) Unit 5: Generate Questions, T38, T196, T272, T352 Turn, Talk, and Share, T27, T98, T100, T111, T191, T267 Reflect and Share, T72–T73, T228–T229, T382–T383 Seek Clarification, T72–T73 Compare Texts, T74, T75
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Unit 1: Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327 Reflect and Share, T70–T71, T222–T223, T364–T365 Unit 2: Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 Reflect and Share, T72–T73, T226–T227, T382– T383 Unit 3: Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339 Reflect and Share, T66–T67, T230–T231, T382–T383 Unit 4: Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 Reflect and Share, T74–T75, T236–T237, T392–T393 Collaborate and Discuss, T434 Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Reflect and Share, T72–T73, T228–T229, T382–T383
SL.2.3 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.	Unit 1: Questioning, T111, T117, T129, T131, T142–T143 Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Turn, Talk, and Share, T33, T96, T109, T185, T261, T329</p> <p>Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p>Unit 2:</p> <p>Questioning, T35, T43, T49, T57, T68–T69</p> <p>Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345</p> <p>Turn, Talk, and Share, T33, T96, T109, T185, T261, T325</p> <p>Reflect and Share, T72–T73, T226–T227, T382– T383</p> <p>Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339</p> <p>Turn, Talk, and Share, T187</p> <p>Reflect and Share, T66–T67, T230–T231, T382–T383</p> <p>Unit 4:</p> <p>Questioning, T35, T43, T49, T54, T57, T70–T71</p> <p>Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355</p> <p>Turn, Talk, and Share, T193, T275, T357</p> <p>Reflect and Share, T74–T75, T236–T237, T392–T393</p> <p>Unit 5:</p> <p>Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345</p> <p>Turn, Talk, and Share, T27, T98, T100, T111, T191, T267</p> <p>Reflect and Share, T72–T73, T228–T229, T382–T383</p>
Presentation of Knowledge and Ideas	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>Unit 1:</p> <p>Retelling, T55, T206</p> <p>Publish and Celebrate, T383</p> <p>Project-Based Inquiry: Collaborate and Discuss, T407</p> <p>Celebrate and Reflect: Share, T410</p> <p>Unit 2:</p> <p>Retelling, T218, T312</p> <p>Celebrate and Reflect: Share, T428</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Unit 3: 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 Assessment, T402 Celebrate and Reflect: Share, T428</p> <p>Unit 4: Retelling, T48, T139, T312, T314 Prepare for Celebration, T410 Celebrate and Reflect: Share, T438</p> <p>Unit 5: Retelling, T127, T137, T255 Celebrate and Reflect: Share, T428</p>
<p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Unit 1: Conference Support for ELL, T214</p> <p>Unit 2: Develop with Visuals and Multimedia, T164 Conference Support for ELL, T352 Celebrate and Reflect: Celebrate!, T401</p> <p>Unit 3: Explore Audio Recording, T249 Writing Club, T250</p> <p>Unit 4: Celebrate!, T411</p> <p>Unit 5: Conduct Research: Graphics, T422–T423 Collaborate and Discuss, T424–T425 Make a Video or Record Infomercial, T426</p>
<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students can practice this skill with the following:</p> <p>Unit 1: Simple Sentences, T80–T81, T156 Complete Sentences, T80 Reading-Writing Bridge, T84 Compound and Complex Sentences, T232, T300 Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p>Unit 2: Reflect and Share, T72–T73, T226–T227, T382– T383</p> <p>Unit 3: Reflect and Share, T66–T67, T230–T231, T382–T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Unit 4: Reflect and Share, T74–T75, T236–T237, T392–T393</p> <p>Unit 5: Reflect and Share, T72–T73, T228–T229, T382–T383</p>
L Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1.A Use collective nouns (e.g., group).	<p>Unit 2: Collective Nouns, T392-T393</p> <p>Unit 3: Lesson 1: Collective Nouns, T76</p>
L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<p>Unit 2: Singular and Plural Nouns, T82-T83 Irregular Plural Nouns, T154-T155, T236</p>
L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).	<p>Unit 4: Reflexive Pronouns, T376, T402-T403</p> <p>Unit 5: Spiral Review: Reflexive Pronouns, T82</p>
L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<p>Unit 3: Past-Tense Verbs, T114, Past and Future Verbs, T126 Irregular Past Tense Verbs, T196, T200, T205, T213, T240-T241, T312</p>
L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.	<p>Unit 3: Adverbs, T354, T367, T392-T393 Explore Descriptive Adjectives and Articles, T319– T320</p> <p>Unit 4: Adjectives, T44, T57, T84-T85, T164-T165, T408 Adverbs, T44, T57, T84-T85, T408</p> <p>Unit 5: Edit for Adverbs, T324</p>
L.2.1.F Produce, expand, and rearrange complete	Unit 1:

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
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).	Compound Sentences, T194, T199, T232-T233, T300 Simple Sentences, T80-T81, T156 Unit 3: Revise Drafts by Rearranging Words, T318 Unit 5: Compound Subjects and Predicates, T318-T319, T392 How to Write a Command, T168
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2.A Capitalize holidays, product names, and geographic names.	Unit 4: Capitalization and Commas, T334 Unit 5: Edit for Capitalization, T397, T399
L.2.2.B Use commas in greetings and closings of letters.	Unit 3: Write a Thank You Note, T426 Unit 4: Commas in Dates and Letters, T246-T247, T328 Write a Letter, T436
L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.	Unit 1: Explore End Punctuation and Apostrophes, T306–T307 Unit 2: Contractions, T22, T24, T26, T28, T60, T106, T153 Spell Words with Contractions, T80-T81 Possessive Nouns, T318-T319, T392 Unit 4: Possible Teaching Point: Author's Craft, T52 Unit 5: Conventions: Contractions, T162-T163, T238, T426
L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Unit 1: Lesson 4: Spell Words With CVC, T79 Long Vowels: CVCe, T102, T134, T154-T155, T180, T231 Inflected Endings, T318–T325, T398 Unit 2: Inflected Endings, T28–T29

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	<p>Compound Words, T408–T409, T414–T417</p> <p>Unit 3: 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>Unit 4: 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 Prefixes, T264–T269 Closed Syllables VC/V, T22–T27</p> <p>Unit 5: Syllable Pattern VCCCV, T256–T261 Final Stable Syllables -le, -tion, -sion, T408–T411, T414–T415</p>
<p>L.2.2.E Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary, T130, T368 Glossary, T136, T367 Informational Text, T346 How to Use a Glossary, T448–T449</p> <p>Unit 3: Develop Vocabulary, T288 Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449</p> <p>Unit 4: How to Use a Glossary, T458–T459</p> <p>Unit 5: Dictionary/Glossary, T392 How to Use a Glossary, T448–T449</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3.A Compare formal and informal uses of English.	<p>Unit 1: Apply End Punctuation and Apostrophes (informality of contractions), 307 Write for a Reader (use formal language), T402, T408</p> <p>Unit 3: 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>Unit 4: Read Like a Writer (informal language), T52 Write for a Reader (use formal language), T430, T434</p> <p>Unit 5: Write for a Reader (use formal language), T420, T426</p>
Vocabulary Acquisition and Use	
L.2.4 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.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p>Unit 2: Close Read: Vocabulary in Context, T47, T170, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T294, T368</p> <p>Unit 3: Vocabulary in Context, T118, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p>Unit 4: Vocabulary in Context, T47, T123, T271, T345, T374 Context Clues, T200, T211, T215, T219, T222, T240</p> <p>Unit 5: Vocabulary in Context, T51, T263, T287, T366 Context Clues, T199, T203, T207, T209, T214, T232</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
L.2.4.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>Unit 4: Decode Words with Prefixes, T264–T269, T297 Words with Prefixes, T306 Build Words with Letter Tiles, T307 Prefixes, T326–T327</p> <p>Unit 5: Word Parts, T276, T312</p>
L.2.4.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>For supporting content please see:</p> <p>Unit 1: Base Words, T43 Inflected Endings, T320–T321, T372–T373</p> <p>Unit 2: Related Words, T76</p> <p>Unit 3: Base Words and Comparative Endings, T94, T156–T157, T282</p>
L.2.4.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>Unit 1: Develop Vocabulary, T56–T57</p> <p>Unit 2: Compound Words, T408–T409, T410, T411, T412, T413, T414–T417</p> <p>Unit 3: Compound Words, T416–T417</p>
L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary, T130, T368 Glossary, T136, T367 Informational Text, T346 How to Use a Glossary, T448–T449</p> <p>Unit 3: Develop Vocabulary, T288</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
	Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449 Unit 4: How to Use a Glossary, T458–T459 Unit 5: Dictionary/Glossary, T392 How to Use a Glossary, T448–T449
L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	This standard is met throughout the program. See the following representative citations: Unit 1: Develop Vocabulary, T56, T132, T208, T276, T350 Unit 2: Develop Vocabulary, T58, T130, T212, T294, T368 Unit 3: Develop Vocabulary, T134, T216, T288, T368 Unit 4: Develop Vocabulary, T60, T140, T304, T378 Unit 5: Develop Vocabulary, T58, T138, T214, T294, T368
L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Unit 1: Synonyms, T119, T150–T151 Unit 3: Synonyms, T125, T128, T131, T152–T153 Unit 4: Synonyms, T134 Develop Vocabulary, T60–T61, T64, T65 Comparative and Superlative Adjectives, T246–T247 Unit 5: Synonyms, T124, T132, T135, T156–T157

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020
<p>L.2.6 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>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary, T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350 Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327</p> <p>Unit 2: Academic Vocabulary, 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</p> <p>Unit 3: 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</p> <p>Unit 4: 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</p> <p>Unit 5: 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>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
New Jersey Student Learning Standards for English Language Arts**

New Jersey Student Learning Standards for English Language Arts	myView Literacy Grade 2, ©2020