



# A Correlation of myView Literacy ©2020 Grade 2 to the New York State Next Generation English Language Arts Learning Standards

## Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *New York State Next Generation English Language Arts Learning Standards*. 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.

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

**Table of Contents**

|   |           |
|---|-----------|
| <b>2nd Grade Reading Standards (Literary and Informational Text).....</b> | <b>4</b>  |
| <b>2nd Grade Reading Standards: Foundational Skills .....</b>             | <b>10</b> |
| <b>2nd Grade Writing Standards .....</b>                                  | <b>15</b> |
| <b>2nd Grade Speaking and Listening .....</b>                             | <b>18</b> |
| <b>2nd Grade Language Standards .....</b>                                 | <b>21</b> |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation<br>English Language Arts Learning Standards                                    | myView Literacy<br>Grade 2 ©2020   |
|---|--|
| <b>2nd Grade English Language Arts Learning Standards</b>   |  |
| <b>2nd Grade Reading Standards (Literary and Informational Text)</b>  |  |
| <b>Key Ideas and Details</b>  |  |
| 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) | <p><b>Unit 1:</b><br/>Listening Comprehension: Realistic Fiction, T30-31<br/>Introduce the Text: Read, T38-T39<br/>First Read: Ask, T42-T43<br/>Respond and Analyze: My View/Develop Vocabulary, T56-T57, T132-T133</p> <p><b>Unit 2:</b><br/>Close Read: Ask and Answer Questions, T43, T49, T57<br/>First Read: Ask, T44, T50, T120, T193, T196, T275, T280, T286<br/>First Read: Look, T45, T51, T52<br/>First Read: Read, T46, T211<br/>Respond and Analyze: My View, T58<br/>Ask and Answer Questions Minilesson, T68<br/>Close Read: Determine Key Ideas, T355</p> <p><b>Unit 3:</b><br/>First Read: Ask, T41, T46, T50, T280, T284<br/>First Read: Read, T49<br/>Close Read: Determine Key Ideas, T49</p> <p><b>Unit 4:</b><br/>Close Read: Ask and Answer Questions, T49, T57<br/>Decodable Text: Reread <i>A Place to Play</i>, T189<br/>Listening Comprehension: Realistic Fiction, T190<br/>Introduce the Text: Read, T198, T280<br/>Close Read: Create New Understandings, T216<br/>Respond and Analyze: My View, T222<br/>Close Read: Understand Persuasive Text, T372</p> <p><b>Unit 5:</b><br/>Decodable Text: Read <i>The Best Place</i>, T28<br/>First Read: Ask, T45, T49, T53, T56, T136, T274, T290, T291<br/>Respond and Analyze: My View, T138<br/>Decodable Text: Reread <i>Lizard's Move</i>, T263</p> |
| 2R2: Identify a main topic or central idea and retell   | <b>Unit 1:</b>   |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
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| <p>key details in a text; summarize portions of a text.(RI&amp;RL)</p>  | <p>Guided Reading Instruction Prompts: Identify Main Idea, T186<br/>           Close Read: Identify Main Idea, T192-T193, T201, T202<br/>           First Read: Look, T203<br/>           Identify Main Idea: Minilesson/Apply, T214-215<br/>           Exploring Adding Details, T308<br/>           Apply Adding Details, T309<br/> <b>Unit 2:</b><br/>           Topic and Main Idea Minilesson, T160<br/> <b>Unit 3:</b><br/>           Close Read: Discuss Author's Purpose, T286<br/> <b>Unit 4:</b><br/>           Listening Comprehension: Informational Text/Wrap-Up, T111<br/>           First Read: Read, T364<br/>           Close Read: Understand Persuasive Text, T364<br/> <b>Unit 5:</b><br/>           Listening Comprehension: Wrap-Up, Main Idea and Details, T31<br/>           Describe Connections: Minilesson, T64<br/>           Spotlight on Genre, Informational Text: Minilesson, T346<br/>           Close Read: Identify Main Idea, T367<br/>           Identify Main Idea: Minilesson, T374-T375</p> |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards</b></p>   | <p style="text-align: center;"><b>myView Literacy<br/>Grade 2 ©2020</b></p>  |
|---|--|
| <p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p> | <p><b>Unit 1:</b><br/>Guided Reading Instruction Prompts: Describe and Understand Characters, T110<br/>Describe and Understand Characters: Minilesson/Apply, T138-139<br/>Close Read: Describe and Understand Plot Elements, T347, T349<br/>Describe and Understand Plot Elements: Minilesson/Apply, T356-357</p> <p><b>Unit 2:</b><br/>Guided Reading Instruction Prompts: Describe and Understand Characters, T266<br/>Close Read: Describe and Understand Characters, T281<br/>Describe and Understand Characters Minilesson, T300-T301</p> <p><b>Unit 3:</b><br/>Teacher-Led Options, Strategy Group: Identify Fables, T36<br/>First Read: Talk, T215</p>                      |
| <p><b>Craft and Structure</b></p>   |  |
| <p>2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&amp;RL)</p> <p>(Continued)</p>   | <p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p><b>Unit 1:</b><br/>Introduce the Text: Preview Vocabulary, T190<br/>Respond and Analyze: Develop Vocabulary, T208-209<br/>Poetry: Minilesson/Apply, T260-261</p> <p><b>Unit 2:</b><br/>Academic Vocabulary, T14-T15<br/>Respond and Analyze: Develop Vocabulary Minilesson, T58<br/>Introduce the Text: Preview Vocabulary, T352</p> <p><b>Unit 3:</b><br/>Introduce the Text: Preview Vocabulary, T274-T275</p> <p><b>Unit 4:</b><br/>Respond and Analyze: Develop Vocabulary Minilesson, T60, T140, T304, T378</p> <p>(Continued)</p> <p><b>Unit 5:</b></p> |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020   |
|--|---|
|  | Close Read: Vocabulary in Context, T53, T55, T136, T358, T366<br>Respond and Analyze: Develop Vocabulary, Minilesson, T58   |
| 2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) | <b>Unit 1:</b><br>Explore the Structure of Fiction: Minilesson, T238<br>Apply the Structure of Fiction: Minilesson, T239<br>Spotlight on Genre: Realistic Fiction, T328-T329<br>Describe and Understand Plot Elements: Minilesson/Apply, T356-357<br><b>Unit 3:</b><br>Read Like a Writer, Write for a Reader: Story Structure Minilesson, T154<br><b>Unit 4:</b><br>Sequence of Events: Minilesson, T252<br>Explore Conclusion: Minilesson, T253   |
| 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)                    | <b>Unit 1:</b><br>Possible Teaching Point: Read Like a Writer/Author’s Craft, Author’s Purpose, T46, Text Structure, T338<br><b>Unit 2:</b><br>Guided Reading Instructional Prompts: Text Features, T112. T348<br>Close Read: Text Features, T122, T124, T126, T129, T356, T360, T362<br>First Read: Look, T126<br>Use Text Features and Graphics Minilesson, T136-137<br>Explore Text Features Minilesson, T245<br>Apply Text Features Minilesson, T246<br>Possible Teaching Point: Read Like a Writer/Author’s Craft/Text Features, T283<br>Use Text Features Minilesson, T374-375<br>Teacher-Led Options, T376-377, : Strategy Group/Determine Key Ideas, T380 |
| (Continued)  | (Continued)<br><b>Unit 3:</b><br>Possible Teaching Point: Read Like a Writer/Author’s Craft, T283   |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020  |
|--|--|
|  | <p>Read Like a Writer, Write for a Reader: Text Structure Minilesson, T308, Organizing Information Minilesson, T388<br/>Understand Text Features Minilesson, T374<br/><b>Unit 4:</b><br/>Close Read: Use Text Features, T121, T128, T136<br/>Use Text Features: Minilesson, T146<br/>Teacher-led Options, Strategy Group: Use Text Features, T148<br/>First Read: Look, T365, T368, T377<br/>First Read: Ask, T370<br/>First Read: Read, T373<br/><b>Unit 5:</b><br/>First Read: Look, T52</p>   |
| <b>Integration of Knowledge and Ideas</b>  |  |
| <p>2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations</p> <p>(Continued)</p> | <p><b>Unit 1:</b><br/>First Read: Look, T41, T49, T51, T53<br/>Close Read: Describe and Understand Setting, T41, T45, T51<br/>Close Read: Use Text Evidence, T46<br/>Describe and Understand Setting: Minilesson/Apply, T62-63<br/>Close Read: Describe and Understand Plot Elements, T337<br/>Describe and Understand Plot Elements: Minilesson/Apply, T356-357<br/><b>Unit 2:</b><br/>Guided Reading Instructional Prompts: Text Features, T112, T348<br/>Close Read: Text Features, T122, T124, T126, T129, T356, T362<br/>First Read: Look, T126<br/>Use Text Features and Graphics Minilesson, T136-137<br/>Explore Text Features Minilesson, T245<br/>Apply Text Features Minilesson, T246<br/>Possible Teaching Point: Read Like a Writer/Author’s Craft/Text Features, T283<br/>Use Text Features Minilesson, T374-375<br/>(Continued)<br/>Teacher-Led Options, T376-377, Strategy Group/Determine Key Ideas, T380<br/><b>Unit 3:</b><br/>Possible Teaching Point: Read Like a</p> |



**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020   |
|--|---|
|  | <p>Writer/Author's Craft, T283<br/> Read Like a Writer, Write for a Reader: Text Structure Minilesson, T308, Organizing Information Minilesson, T388<br/> Understand Text Features Minilesson, T374<br/> <b>Unit 4:</b><br/> Close Read: Use Text Features, T121, T128, T136<br/> Use Text Features: Minilesson, T146<br/> Teacher-led Options, Strategy Group: Use Text Features, T148<br/> First Read: Look, T365, T377<br/> First Read: Ask, T370<br/> First Read: Read, T373<br/> <b>Unit 5:</b><br/> First Read: Look, T52</p> |
| <p>2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&amp;RL)</p> | <p><b>Unit 2:</b><br/> Apply Develop Details Minilesson, T162<br/> Explore and Plan: Introduce Informational Writing, Critical Literacy/Challenge the Text, T420<br/> <b>Unit 3:</b><br/> Read Like a Writer, Write for a Reader: Author's Purpose Minilesson, T72, Word Choice Minilesson, T236<br/> Explore and Plan: Explore Opinion Writing, T420<br/> <b>Unit 4:</b><br/> Listening Comprehension: Persuasive Text, T354<br/> Close Read: Understand Persuasive Text, T368, T372</p>   |
| <p>2R9: Make connections between self and text (texts and other people/ world). (RI&amp;RL)</p>                                  | <p><b>Unit 1:</b><br/> Respond and Analyze: My View, T56, T132, T208, T276, T350<br/> <b>Unit 2:</b><br/> Respond and Analyze: My View, T58, T130, T212, T294, T358<br/> <b>Unit 3:</b><br/> Respond and Analyze: My View, T216-217, T368-</p>  |



**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards | myView Literacy Grade 2 ©2020   |
|---|---|
|   | Support/Vowel Patterns, T24, Word Work Phonics: Review Long i: l, ie, i_e, igh, y Minilesson, T26<br>Decodable Text: Read Rabbit's Kite, T28<br>Teacher-Led Options, Word Work Strategy Group: DECODE WORDS WITH LONG I SPELLED i, ie, i_e, igh, y Sound-Spelling Cards, T54  |
| 2RF3b: Decode short and long vowel sounds in two-syllable words.        | <p><b>Unit 1:</b><br/>Word Work Phonics: Long and Short Vowels, T22, Decode Words with Short Vowels Minilesson, T24, Decode and Write Words with Short Vowels Minilesson, T24, Decode Words with Short Vowels, T26, Decode Words with Long Vowels, T98, Decode Words with Long Vowels, T99, Decode Words with Long Vowels, CVCe, T102, Review Long Vowels, T104<br/>ELL Targeted Support: Long and Short Vowels, T23, Decoding, T105<br/>Formative Assessment Options: Apply, T25<br/>Word Work Phonological Awareness: Listen for Long and Short Vowels, T98</p> <p><b>Unit 2:</b><br/>Word Work, T336-337, T338-339, T340-341, T342-343, T416-417</p> <p><b>Unit 3:</b><br/>Word Work Phonics: Decode Words with Long i: l, ie, i_e, igh, y Minilesson, T22, Decode and Write Words with Long i: l, ie, i_e, igh, y Minilesson, T24-25, Review Long i: l, ie, i_e, igh, y, T26-27<br/>ELL Targeted Support: Long I Spellings, T23</p> |
| 2RF3c: Decode regularly spelled two-syllable words.                     | <p><b>Unit 1:</b><br/>Word Work Phonological Awareness: Listen for Long and Short Vowels, T98<br/>Word Work Phonics: Decode Words with Long Vowels Minilesson, T100<br/>Formative Assessment Options, T101</p> <p><b>Unit 2:</b><br/>Word Work Phonics: Decode Words with Vowel Digraphs ai, ay, ea Minilesson, T102, Decode and Write Words with Vowel Digraphs Minilesson, T102, Decode Words with Long e Minilesson, T256. Decode and Write Words with Long e Minilesson, T256, Long e: ee, ea, ey, y Minilesson,</p>  |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards           | myView Literacy Grade 2 ©2020  |
|---|--|
|   | <p>T258, Decode Words with Long o Spelled o, oa, ow Minilesson, T340</p> <p><b>Unit 3:</b><br/>Word Work Phonics: Decode Words with Long i: <i>i, ie, i_e, igh, y</i> Minilesson, T22</p> <p><b>Unit 4:</b><br/>Word Work: Phonics: Decode Words with Open Syllables V/CV Minilesson, T102, Decode and Write Words with Open Syllables V/CV Minilesson, T104, Open Syllables V/CV, T106<br/>ELL Targeted Support: Open Syllables V/CV, T103<br/>Decodable Text: Read <i>Spider's Web</i>, T108<br/>Teacher-Led Options, Word Work Strategy Group: Open Syllables V/CV, T142</p>            |
| <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> | <p><b>Unit 3:</b><br/>Possible Teaching Point: Academic Vocabulary/Word Parts, T281</p> <p><b>Unit 4:</b><br/>Word Work Phonics: Decode Words with Suffixes -ly, -ful, -er, -less, -or Minilesson, T182, Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or Minilesson, T184. Suffixes -ly, -ful, -er, -less, -or, T186, Decode Words with Prefixes un-, re-, pre-, dis-, Minilesson T264, Decode and Write Words with Prefixes un-, re-, pre-, dis- Minilesson , T266, Prefixes un-, re-, pre-, dis- Minilesson, T268</p>  |
| <p>2RF3e: Read all common high-frequency words by sight</p>                       | <p><b>Unit 1:</b><br/>Word Work: High-Frequency Words, T23, T25, T27, T99, T101, T103, T175, T179, T251, T255, T319, T321, T323, T323, T397<br/>Teacher-Led Options: High-Frequency Words, T59, T135, T211, T279, T395<br/>Formative Assessment Options: High-Frequency Words, T253</p> <p><b>Unit 2:</b><br/>Word Work: High-Frequency Words, T23, T25, T27, T101, T103, T105, T173, T177, T255<br/>Teacher-Led Options: High-Frequency Words, T61, T133, T215</p> <p><b>Unit 3:</b><br/>Word Work: High-Frequency Words, T23, T25, T27, T95, T97, T177, T179, T259, T261, T331, T333</p> |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards                                    | myView Literacy Grade 2 ©2020   |
|--|---|
|  | <p>Teacher-Led Options: High-Frequency Words, T137, T219, T291, T371, T413<br/>           Word Work: High-Frequency Words Minilesson, T181, T263, T335, T415</p> <p><b>Unit 4:</b><br/>           Word Work: High-Frequency Words, T23, T25<br/>           Word Work: High-Frequency Words Minilesson, T27<br/> <i>See also</i> T63, 103, 105, 107, 183, 185, 187, 225, 265, 267, 269, 307, 347, 349, 351, 381, 423, 425, and 427</p> <p><b>Unit 5:</b><br/>           Word Work: High-Frequency Words, T23, T25<br/>           Word Work: High-Frequency Words Minilesson, T27<br/> <i>See also</i> T61, 101, 103, 105, 141, 181, 183, 185, 217, 257, 259, 261, 297, 337, 339, 341, 371, 413</p> |
| <b>Fluency</b>   |   |
| 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.                 |   |
| 2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings | <p><b>Unit 1:</b><br/>           Listening Comprehension: Fluency, T30-31<br/>           Teacher-Led Options Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68<br/>           Spotlight on Genre Realistic Fiction: Fluency, T108-109<br/>           Teacher-Led Options Fluency: Rate/Oral Reading Rate and Accuracy, T136<br/>           Teacher-Led Options Fluency: Accuracy/Oral Reading Rate and Accuracy, T220</p> <p><b>Unit 2:</b><br/>           Listening Comprehension: Fluency, T108, T180, T262<br/>           Teacher-Led Options Fluency: Rate/Oral Reading Rate and Accuracy, T134<br/>           Teacher-Led Options Fluency: Accuracy/Oral</p>                         |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020   |
|--|---|
|  | <p>Reading Rate and Accuracy, T214, T224</p> <p><b>Unit 3:</b><br/>Teacher-Led Options Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T146, T218, T370, T412<br/>Teacher-Led Options Fluency: Rate/Oral Reading Rate and Accuracy, T220, T372</p> <p><b>Unit 4:</b><br/>Listening Comprehension: Fluency, T110, T354<br/>Teacher-Led Options, Fluency: Rate/Oral Reading Rate and Accuracy, T152<br/>Teacher-Led Options, Fluency: Accuracy/Oral Reading Rate and Accuracy, T234, T386, T390</p> <p><b>Unit 5:</b><br/>Decodable Text: Fluency/Prosody, T29<br/>Listening Comprehension: Fluency, T108, T188, T264, T344<br/>Teacher-Led Options, Fluency: Prosody/Oral Reading Rate and Accuracy, T150, Rate/Oral Reading Rate and Accuracy, T218<br/>Close Read: Fluency, T367</p> |
| <p>2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T200<br/>Academic Vocabulary Context Clues Minilesson, T226<br/>Academic Vocabulary Oral Language Minilesson, T368</p> <p><b>Unit 2:</b><br/>Close Read: Vocabulary in Context, T120, T203<br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T190, T195, T209<br/>Academic Vocabulary: Context Clues Minilesson, T230</p> <p><b>Unit 3:</b><br/>Close Read: Vocabulary in Context, T200, T358<br/>Possible Teaching Point: Academic Vocabulary:/Context Clues, T201, T210<br/>Academic Vocabulary: Context Clues Minilesson, T234</p>   |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards   | myView Literacy Grade 2 ©2020   |
|---|---|
|   | <p><b>Unit 4:</b><br/>Close Read: Vocabulary in Context, T47, T123, T374<br/>Possible Teaching Point: Academic Vocabulary/ Context Clues, T200<br/>Academic Vocabulary: Context Clues Minilesson, T240</p> <p><b>Unit 5:</b><br/>Close Read: Vocabulary in Context, T53, T136<br/>Possible Teaching Point: Academic Vocabulary/ Context Clues, T203, T209, T212</p> |
| <b>2nd Grade Writing Standards</b>  |   |
| <b>Text Types and Purposes</b>  |   |
| <p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <b>Please note:</b> Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because…” with supporting reasons and evidence.</p> | <p><b>Unit 1:</b><br/>Collaborate and Discuss: Next Steps, T407<br/>Extend Research: Next Steps, T409</p> <p><b>Unit 3:</b><br/>Explore and Plan: Explore Opinion Writing, T420-T421<br/>Student Interactive: Here's What I Think, T421<br/>Collaborate and Discuss: Next Steps, T425</p>   |
| <p>2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p>  | <p><b>Unit 1:</b><br/>Interact with Sources: Quick Write, T20</p> <p><b>Unit 2:</b><br/>ELL Targeted Support, T241<br/>Introduction and Conclusion Minilesson, T242<br/>Prepare for Celebration, T400</p>   |

**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020   |
|--|---|
|  | Assessment, T402-T403<br>Extend Research: Create Poster with Media, T426<br><b>Unit 5:</b><br>Explore Introduction and Conclusion, T247<br>Apply Introduction and Conclusion, T248<br>Writing Club, T249<br>Prepare for Celebration, T400<br>Assessment, T402   |
| 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. | <b>Unit 3:</b><br>Prepare for Celebration: Independent Writing, T400<br>Publish and Celebrate Minilesson, T401<br><b>Unit 4:</b><br>Explore Problem and Resolution: Minilesson, T173<br>Apply Problem and Resolution: Minilesson, T174<br>Sequence of Events: Minilesson, T252,<br>Independent Writing, T252, Writing Support, T252<br>Explore Conclusion: Minilesson, T253<br>Apply Conclusion: Minilesson, T254<br>Explore Details: Minilesson, T255<br>Apply Details: Minilesson, T256 |
| 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).  | <b>Unit 1:</b><br>Reflect and Share: Talk About It, T70-71, T222-223, T364-365<br>Reflect and Share: Write to Sources, T146-147, T290-291<br><b>Unit 2:</b><br>Reflect and Share: Talk About It, T72-73, T226-227, T382-383<br>Reflect and Share: Write to Sources, T144-145,   |



**A Correlation of myView Literacy ©2020 Grade 2 to the  
New York State Next Generation English Language Arts Learning Standards**

| New York State Next Generation English Language Arts Learning Standards  | myView Literacy Grade 2 ©2020   |
|--|---|
|  | <p>T308-309</p> <p><b>Unit 3:</b><br/>Reflect and Share: Talk About It, T66-67, T148-149, T230-231, T382-383<br/>Reflect and Share: Write to Sources, T302-303</p> <p><b>Unit 4:</b><br/>Reflect and Share: Talk About It, T74-75, T236-237, T318-319, T392-393<br/>Reflect and Share: Write to Sources, T154-155</p> <p><b>Unit 5:</b><br/>Reflect and Share: Talk About It, T72-73, T228-229, T382-383<br/>Reflect and Share: Write to Sources, T152-153, T308-309</p>  |
| W5: Begins in grade 4.   |   |
| <b>Research to Build and Present Knowledge</b>   |   |
| 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.                   | <p><b>Unit 1:</b><br/>Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b><br/>Inquire: Introduce the Project, T418<br/>Conduct Research: Library Database and Books, T422-423<br/>Extend Research: Create a Poster with Images, T426</p> <p><b>Unit 3:</b><br/>Inquire: Introduce the Project, T418<br/>Conduct Research: Search Online, T422<br/>Extend Research: Write a Thank You Note, T426</p> <p><b>Unit 4:</b><br/>Inquire: Introduce the Project, T428<br/>Conduct Research: Use a Web Site, T432-433<br/>Extend Research: Write a Letter, T436</p> <p><b>Unit 5:</b><br/>Inquire: Introduce the Project, T418<br/>Conduct Research: Use Media to Research, T422</p> |
| <b>2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</b> | <p><b>Unit 1:</b><br/>Cross-Curricular Perspectives: Social Studies, T192<br/>Inquire: Research Articles, T400<br/>Conduct Research: Interview an Expert, T404-T405<br/>Extend Research: Include Media/Revise and Edit, T408-T409</p>   |

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New York State Next Generation English Language Arts Learning Standards**

| <b>New York State Next Generation English Language Arts Learning Standards</b>   | <b>myView Literacy Grade 2 ©2020</b>   |
|--|--|
|  | <p><b>Unit 2:</b><br/>Inquire: Research Articles, T418<br/>Conduct Research: Library Database and Books, T422-T423</p> <p><b>Unit 3:</b><br/>Inquire: Research Articles, T418<br/>Conduct Research: Search Online, T422-T423</p> <p><b>Unit 4:</b><br/>Inquire: Research Articles, T428<br/>Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b><br/>Conduct Research: Use Media to Research, T422-T423</p>   |
| <b>2nd Grade Speaking and Listening</b>  |  |
| <b>Comprehension and Collaboration</b>   |  |
| 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.    |  |
| 2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.   | <p><b>Unit 1:</b><br/>Writing Club, T91, T167, T243</p> <p><b>Unit 2:</b><br/>Reflect and Share: Talk About It Minilessson, T72<br/>Listening Comprehension: Informational Text, T344</p> <p><b>Unit 3:</b><br/>Reflect and Share: Talk About It Minilessson, T66, T382</p> <p><b>Unit 4:</b><br/>Reflect and Share: Talk About It Minilessson, T74, T392</p> <p><b>Unit 5:</b><br/>Listening Comprehension: Informational Text, T30, T108<br/>Reflect and Share: Talk About It Minilessson, T72, T382</p> |
| 2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. | <p><b>Unit 1:</b><br/>Reflect and Share: Talk About It Minilessson, T70</p> <p><b>Unit 2:</b><br/>Reflect and Share: Talk About It Minilessson, T72</p> <p><b>Unit 3:</b><br/>Reflect and Share: Talk About It Minilessson, T66</p> <p><b>Unit 5:</b><br/>Reflect and Share: Talk About It Minilessson, T72</p>  |
| 2SL1c: Ask for clarification and further explanation   | <b>Unit 2:</b>   |

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| New York State Next Generation English Language Arts Learning Standards      | myView Literacy Grade 2 ©2020  |
|--|--|
| as needed about topics and texts under discussion.                           | Interact with Sources: Explore the Infographic, T334<br>Listening Comprehension: Informational Text, T344<br><b>Unit 5:</b><br>Listening Comprehension: Informational Text, T30, T108<br>Reflect and Share: Talk About It Minilesson, T72, ELL Targeted Support/Seek Clarification, T72  |
| 2SL2d: Consider individual differences when communicating with others.       | <b>Unit 1:</b><br>Writing Club, T91, T167, T243<br><b>Unit 2:</b><br>Reflect and Share: Talk About It Minilesson, T72<br>Listening Comprehension: Informational Text, T344<br><b>Unit 3:</b><br>Reflect and Share: Talk About It Minilesson, T66, T382<br><b>Unit 4:</b><br>Reflect and Share: Talk About It Minilesson, T74, T392<br><b>Unit 5:</b><br>Listening Comprehension: Informational Text, T30, T108<br>Reflect and Share: Talk About It Minilesson, T72, T382 |
| 2SL2: Recount or describe key ideas or details of diverse texts and formats. | <b>Unit 1:</b><br>Listening Comprehension: Realistic Fiction, T30<br><b>Unit 2:</b><br>Listening Comprehension: Informational Text, T30<br><b>Unit 3:</b><br>Listening Comprehension Traditional Tales: Fables, T30<br><b>Unit 4:</b><br>Listening Comprehension, Narrative Nonfiction: Biography, T30<br><b>Unit 5:</b><br>Listening Comprehension: Informational Text, T30<br>Reflect and Share: Talk About It Minilesson, T228  |
| 2SL3: Develop and answer questions about what a                              | <b>Unit 1:</b>   |

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New York State Next Generation English Language Arts Learning Standards**

| <b>New York State Next Generation<br/>English Language Arts Learning Standards</b>  | <b>myView Literacy<br/>Grade 2 ©2020</b>  |
|---|---|
| <p>speaker says; agree or disagree with the speaker's point of view, providing a reason(s).</p>                                 | <p>Listening Comprehension: Realistic Fiction, T30<br/> <b>Unit 3:</b><br/>                     Listening Comprehension Traditional Tales: Fables, T30<br/>                     Celebrate and Reflect: Share, T428<br/> <b>Unit 5:</b><br/>                     Reflect and Share: Talk About It Minilesson, T72<br/>                     Celebrate and Reflect: Share, T428</p>  |
| <b>Presentation of Knowledge and Ideas</b>  |   |
| <p>2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>          | <p><b>Unit 1:</b><br/>                     Publish and Celebrate, T383<br/>                     Collaborate and Discuss, T406-407<br/>                     Celebrate and Reflect: Share, T410<br/> <b>Unit 2:</b><br/>                     Celebrate and Reflect: Share, T428<br/> <b>Unit 3:</b><br/>                     Explore Word Choice: Share Back, T165<br/>                     Possible Teaching Point: Read Like a Writer/Author's Craft, T357<br/>                     Prepare for Celebration: Minilesson, T400<br/>                     Publish and Celebrate: Minilesson, T401<br/>                     Assessment: Minilesson, T402<br/>                     Celebrate and Reflect: Share, T428<br/> <b>Unit 4:</b><br/>                     Prepare for Celebration: Minilesson, T410<br/>                     Celebrate and Reflect: Share, T438<br/> <b>Unit 5:</b><br/>                     Celebrate and Reflect: Share, T428</p> |
| <p>2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p> | <p><b>Unit 1:</b><br/>                     Celebrate and Reflect: Share, T410<br/> <b>Unit 3:</b><br/>                     Apply Audio Recording: Minilesson, T250<br/> <b>Unit 4:</b><br/>                     Celebration: Minilesson, T411<br/> <b>Unit 5:</b><br/>                     Celebrate and Reflect: Share, T428</p>   |
| <p>2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.</p>                             | <p><b>Unit 1:</b><br/>                     Celebrate and Reflect: Share, T410<br/> <b>Unit 3:</b><br/>                     Apply Audio Recording: Minilesson, T250<br/> <b>Unit 4:</b><br/>                     Celebration: Minilesson, T411<br/> <b>Unit 5:</b></p>   |

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| <b>New York State Next Generation English Language Arts Learning Standards</b>  | <b>myView Literacy Grade 2 ©2020</b>  |
|---|---|
|   | Celebrate and Reflect: Share, T428  |
| <b>2nd Grade Language Standards</b>   |   |
| <b>Conventions of Academic English/Language for Learning (See Appendix A)</b>   |   |
| <b>Knowledge of Language</b>  |   |
| 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                       |   |
| 2L3a: Compare academic and conversational uses of English.  | <p><b>Unit 1:</b><br/>Apply End Punctuation and Apostrophes Minilesson, T307</p> <p><b>Unit 4:</b><br/>Extend Research: Peer Review, T436</p> <p><b>Unit 5:</b><br/>Extend Research: Write for a Reader, T426, ELL Targeted Support, T427</p>   |
| <b>Vocabulary Acquisition and Use</b>   |   |
| 2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. |   |
| 2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.  | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T200<br/>Academic Vocabulary: Context Clues Minilesson, T226</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T190, T195, T197, T201, T204, T205</p> <p><b>Unit 3:</b><br/>Close Read: Vocabulary in Context, T42, T200, T364<br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T201, T210<br/>Respond and Analyze: Develop Vocabulary Minilesson, T216<br/>Academic Vocabulary: Context Clues Minilesson, T234</p> <p><b>Unit 4:</b><br/>Close Read: Vocabulary in Context, T47, T123, T374</p> |

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| New York State Next Generation English Language Arts Learning Standards   | myView Literacy Grade 2 ©2020  |
|---|--|
| (Continued)   | <p>Possible Teaching Point: Academic Vocabulary/ Context Clues, T200<br/>Academic Vocabulary: Context Clues Minilesson, T240</p> <p>(Continued)<br/><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary/ Context Clues, T199, T212<br/>Academic Vocabulary: Context Clues Minilesson, T232<br/>Possible Teaching Point: Read Like a Writer/Author's Craft/Context Clues, T359</p>  |
| 2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ). | <p><b>Unit 4:</b><br/>Word Work Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, Minilesson T264, Decode and Write Words with Prefixes un-, re-, pre-, dis- Minilesson, T266, Prefixes un-, re-, pre-, dis-, T268 Teacher-Led Options, Word Work Group Strategy: Words with Prefixes, T306<br/>Academic Vocabulary: Word Parts Minilesson, T322<br/>Spelling: Spell Words with Prefixes un-, re-, pre-, dis- Lessons 1-3, 5, T326-T327</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary/Word Parts, T276<br/>Academic Vocabulary: Word Parts Minilesson, T312</p> |
| 2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).            | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary/Related Words, T43, T47<br/>Academic Vocabulary: Related Words Minilesson, T74</p> <p><b>Unit 2:</b><br/>Academic Vocabulary: Related Words Minilesson, T76<br/>Possible Teaching Point: Academic Vocabulary/Word Parts, T293</p> <p><b>Unit 3:</b><br/>Word Work Phonics: Decode Words with Comparative Endings Minilesson, T94</p>  |

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| New York State Next Generation English Language Arts Learning Standards   | myView Literacy Grade 2 ©2020  |
|---|--|
| (Continued)   | <p>Possible Teaching Point: Academic Vocabulary/Word Parts, T282</p> <p>(Continued)</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary/ Related Words, T53<br/>Academic Vocabulary: Related Words, T78</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary/Related Words, T41, T50, T54<br/>Academic Vocabulary: Related Words Minilesson, T76</p>  |
| <p>2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> | <p><b>Unit 1:</b><br/>Respond and Analyze: Develop Vocabulary Minilesson, T56<br/>Teacher-Led Options: Strategy Group/ Develop Vocabulary, T60</p> <p><b>Unit 2:</b><br/>Word Work Phonics: Decode Compound Words Minilesson, T408, Decode and Spell Compound Words, T408, Compound Words, T414, Review Compound Words, T416<br/>Teacher-Led Options, Word Work Strategy</p> <p><b>Unit 3:</b><br/>Lesson 4 Spiral Review: Compound Words, T411<br/>Word Work Phonics: Spiral Review/Compound Words Minilesson, T416</p> |

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| New York State Next Generation English Language Arts Learning Standards   | myView Literacy Grade 2 ©2020  |
|---|--|
| <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>  | <p><b>Unit 1:</b><br/>Respond and Analyze: Develop Vocabulary, T208-209<br/>Teacher-Led Options: Strategy Group/Develop Vocabulary, T212, T354</p> <p><b>Unit 2:</b><br/>First Read: Look, T54<br/>Teacher-Led Options, Strategy Group: Develop Vocabulary, T372</p> <p><b>Unit 3:</b><br/>Respond and Analyze: Develop Vocabulary Minilesson, T288<br/>Formative Assessment Options: Option 2, T289 (Continued)<br/>Teacher-Led Options, Strategy Group: Develop Vocabulary, T292</p> <p><b>Unit 4:</b><br/>Teacher-Led Options, Strategy Group: Develop Vocabulary, T382</p> |
| <p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>   |  |
| <p>2L5a: Identify real-life connections between words and their use.</p>  | <p><b>Unit 1:</b><br/>Introduce the Text: Preview Vocabulary, T334</p> <p><b>Unit 4:</b><br/>Introduce the Text: Preview Vocabulary, T118</p> <p><b>Unit 5:</b><br/>Introduce the Texts: Preview Vocabulary, T116<br/>Close Read: Make Connections, T290</p>   |
| <p>2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> | <p><b>Unit 1:</b><br/>Introduce the Text: Preview Vocabulary, T334</p> <p><b>Unit 4:</b><br/>Introduce the Text: Preview Vocabulary, T118</p> <p><b>Unit 5:</b><br/>Introduce the Texts: Preview Vocabulary, T116<br/>Close Read: Make Connections, T290</p>   |



**A Correlation of myView Literacy ©2020 Grade 2 to the  
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| New York State Next Generation English Language Arts Learning Standards   | myView Literacy Grade 2 ©2020  |
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| <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>   | <p><b>Unit 4:</b><br/>Respond and Analyze: ELL Targeted Support/ Vocabulary, T60<br/>Teacher-Led Options, Strategy Group: Develop Vocabulary, T64<br/>Possible Teaching Point: Academic Vocabulary/Oral Language, T368</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary/ Synonyms, T132, T135</p>  |
| <p>2L6: 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., <i>When other kids are happy that makes me happy</i>)</p> | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary/Oral Language, T337, T341<br/>Academic Vocabulary: Oral Language Minilesson, T368<br/>Inquire: Use Academic Words, T400</p> <p><b>Unit 2:</b><br/>Respond and Analyze: Develop Vocabulary Minilesson, T212<br/>Possible Teaching Point: Academic Vocabulary/Oral Language, T354, T357, T359, T365<br/>Inquire: Use Academic Vocabulary, T418</p> <p><b>Unit 3:</b><br/>Academic Vocabulary: Minilesson, T70<br/>Possible Teaching Point: Academic Vocabulary/Oral Language, T349, T353, T359<br/>Inquire: Use Academic Words, T418</p> <p><b>Unit 4:</b><br/>Academic Vocabulary, T14-T15, Context Clues, T240, Oral Language Minilesson, T396<br/>Possible Teaching Point: Academic Vocabulary/Context Clues, T200,<br/>Academic Vocabulary/Oral Language, T368, T373<br/>Academic Vocabulary: Oral Language Minilesson, T396<br/>Inquire: Use Academic Vocabulary, T428</p> |