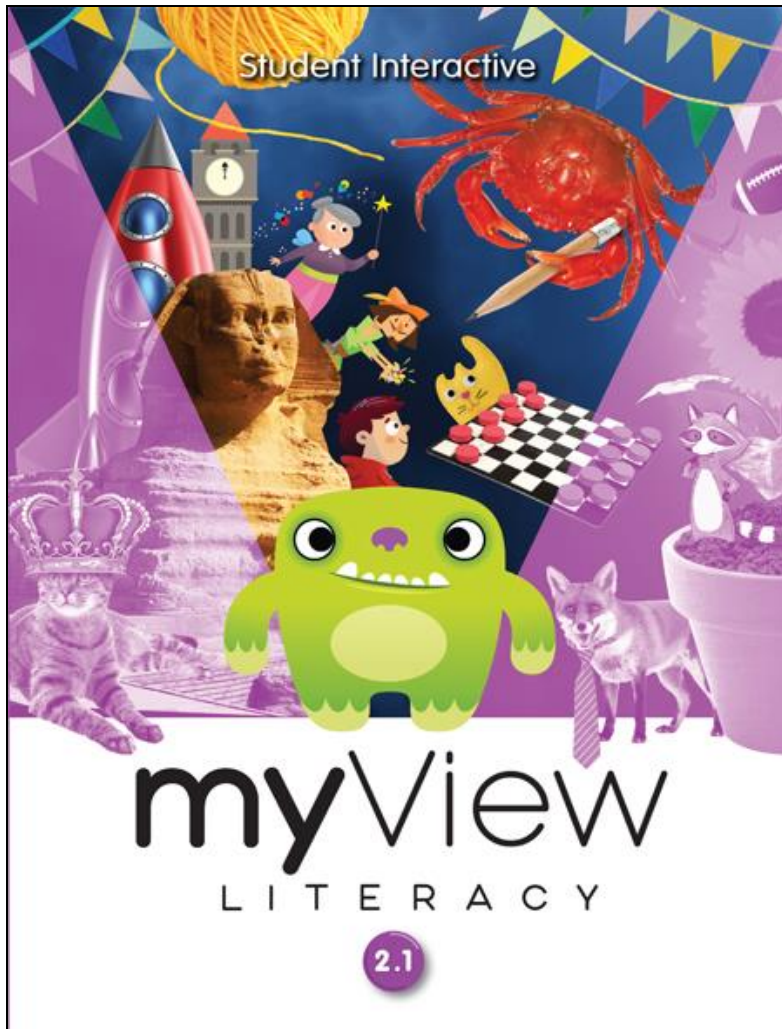


A Correlation of



To the

New York State Social Studies Framework Grade 2

A Correlation of myView Literacy, Grade 2, ©2020 to the New York State Social Studies Frameworks

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *New York State Social Studies Frameworks*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

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

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New York State Social Studies Frameworks	myView Literacy Grade 2, ©2020
A Gathering, Interpreting, and Using Evidence	
A.1 Develop questions about the community.	<p>Unit 1: Inquire: Introduce the Project, T400-T401 Conduct Research: Interview an Expert, T404-T405</p> <p>Unit 2: Inquire: Introduce the Project, T418-T419</p> <p>Unit 3: Interact with Sources: Explore the Infographic, T92-T93 Student Interactive: <i>The World of the Storyteller</i>, T93 Inquire: Introduce the Project, T418-T419</p> <p>Unit 4: Inquire: Introduce the Project, T428-T429</p> <p>Unit 5: Interact with Sources: Explore the Infographic, T254-T255 Student Interactive: <i>Earth Erupts</i>, T255 Interact with Sources: Explore the Infographic, T334-T335 Student Interactive: <i>Famous Rocks</i>, T335 Inquire: Introduce the Project, T418-T419</p>
A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	<p>Unit 1: Conduct Research: Interview an Expert, T404-T405</p> <p>Unit 2: Conduct Research: Library Database and Books, T422-T423</p> <p>Unit 3: Interact with Sources: Explore the Infographic, T328-T329 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Conduct Research: Use a Web Site, T432-T433</p> <p>Unit 5: Conduct Research: Use Media to Research, T422-T423</p>

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<p>A.3 Identify and explain creation and/or authorship, purpose, and format of evidence.</p>	<p>Unit 1: Writing Workshop: Explore Meet the Author, T86 Writing Workshop: Apply Meet the Author, T87</p> <p>Unit 3: Discuss Author’s Purpose, T140-T141, T294-T295 Teacher-Led Options, Strategy Group/Intervention Activity: Discuss Author’s Purpose, T142, T296 Teacher-Led Options, Conferring/Leveled Readers: Discuss Author’s Purpose, T143, T297 Guided Reading Instruction Prompts: Discuss Author’s Purpose, T106, T270</p> <p>Digital Resources: Intervention>Teacher Resources><i>myFocus Intervention Teacher’s Guide</i>: Lesson 42, Author’s Purpose, T257-T262</p>
<p>A.4 Identify arguments of others.</p>	<p>Unit 1: Collaborate and Discuss: Next Steps, T407 Extend Research: Next Steps, T409</p> <p>Unit 3: Explore and Plan: Explore Opinion Writing, T420-T421 Student Interactive: Here's What I Think, T421 Collaborate and Discuss: Next Steps, T425</p>
<p>A.5 Recognize arguments and identify evidence.</p>	<p>Unit 1: Explore and Plan: Introduce Persuasive Writing, T388-T389 Refine Research: Take Notes, T392-T393 Collaborate and Discuss: Tell Your Opinion, T394-T395</p> <p>Unit 2: Writing Workshop Minilesson: Facts, 103 Writing Workshop Student Practice, 104</p>

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<p>A.6 Create an understanding of the past by using primary and secondary sources.</p>	<p>Unit 1: Collaborate and Discuss: Primary and Secondary Sources, T406-T407 Celebrate and Reflect: Reflect, T410</p> <p>Unit 3: Collaborate and Discuss: Primary and Cite Sources, T424-T425</p> <p>Unit 4: Conduct Research: Use a Web Site, T432-433 Collaborate and Discuss: Primary and Secondary Sources, T434-T435</p>
<p>B Chronological Reasoning and Causation</p>	
<p>B.1 Retell a community event in sequential order.</p>	<p>Unit 3: Prepare for Celebration: Independent Writing, T400 Publish and Celebrate Minilesson, T401</p> <p>Unit 4: Explore Problem and Resolution: Minilesson, T173 Apply Problem and Resolution: Minilesson, T174 Sequence of Events: Minilesson, T252 Sequence of Events: Independent Writing, T252 Sequence of Events: Writing Support, T252 Explore Conclusion: Minilesson, T253 Apply Conclusion: Minilesson, T254 Explore Details: Minilesson, T255 Apply Details: Minilesson, T256</p>
<p>B.2 Understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.</p>	<p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31</p>

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<p>B.3 Identify causes and effects, using examples from his/her family life or from the community.</p>	<p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31 Spotlight on Genre: Informational Text, T32-T33 ELL Targeted Support: Text Structure, T32 Close Read: Identify Text Structure, T44, T46, T47, T50, T53 Identify Text Structure, T64-T65</p> <p>Unit 4: Close Read: Identify Text Structure, T50, T52, T58 Close Read: Ask and Answer Questions, T54 Identify Text Structure, T66-T67 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Text Structure, T68 Teacher-Led Options, Conferring/Leveled Readers: Identify Text Structure, T69</p> <p>Digital Resources: Intervention>Teacher Resources><i>myFocus Intervention Teacher's Guide</i>: Lesson 38, Recognize Text Structure, T229-T234</p>

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<p>B.4 Identify change over time in his/her community. --</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T120 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Unit 4: Interact with Sources: Explore the Infographic, T180-T181 Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I >Helping Your Community >Guided Reading Level J >Los Angeles Over the Years >Mara Goes Home >Guided Reading Level L>We Live in Communities</p>

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<p>B.5 Identify events of the past, present, and future in his/her community.</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Helping Your Community >Guided Reading Level J >Los Angeles Over the Years >Mara Goes Home >Guided Reading Level L>We Live in Communities</p>
<p>B.6 Recognize and identify patterns of continuity and change in his/her community.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T120 Listening Comprehension: Helping the Community, T182-T183 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I >Helping Your Community >Guided Reading Level J >Los Angeles Over the Years >Mara Goes Home >Guided Reading Level L>We Live in Communities</p>

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C Comparison and Contextualization	
C.1 Identify similarities and differences between communities.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>
C.2 Identify similarities and differences between his/her community and other communities.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>
C.3 Describe an event in his/her community.	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level>Helping Your Community</p>

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<p>C.4 Recognize the relationships between geography, economics, and history in his/her community.</p>	<p>For opportunities to address this standard, please see: Unit 1: <i>What Is a Community?</i>, T192-T207 Unit 5: Student Interactive: Rocks! T353-T367</p>
<p>C.5 Describe a historical development in his/her community with specific details, including time and place.</p>	<p>Digital Resources: Leveled Readers> Guided Reading Level J>Los Angeles Over the Years >Mara Goes Home</p>
<p>D Geographic Reasoning</p>	
<p>D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335 Introduce the Text, T352-T353 Student Interactive: <i>Amazing Migrations: Butterflies, Bats, and Birds</i>, T353-T367 Unit 3: Interact with Sources: Explore the Infographic, T92-T93, T328-T329 Digital Resources: Leveled Readers> Guided Reading Level M>Continents on the Move >Amazing Migrations</p>
<p>D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</p>	<p>Unit 5: Interact with Sources: Explore the Infographic, T20-T21, T98-T99, T254-T255 Decodable Text: <i>The Best Place</i>, T28-T29 Introduce the Text, T38-T39 Student Interactive: <i>Introducing Landforms</i>, T39-T57 Listening Comprehension, T108-T109 Digital Resources: Leveled Readers> Guided Reading Level J>Glaciers Guided Reading Level M>Artificial Islands</p>

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<p>D.3 Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, T281-T303 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Helping Your Community >Guided Reading Level L>Logging Our Forests</p>
<p>D.4 Recognize a process that applies to population and a resulting pattern.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T20-T21, T98-T99, T171-T172, T334-T335 Listening Comprehension: Patterns on the Prairie, T30-T31 Introduce the Text, T116-T117 Student Interactive: <i>A Home on the Prairie</i>, T117-T129 Introduce the Text, T352-T353 Student Interactive: <i>Amazing Migrations: Butterflies, Bats, and Birds</i>, T353-T367</p> <p>Digital Resources: Leveled Readers> Guided Reading Level M>Artificial Islands</p>

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<p>D.5 Describe how human activities alter places in a community.</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, T281-T303 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Helping Your Community >Guided Reading Level L>Logging Our Forests >Rising Seas</p>
<p>E Economics and Economic Systems</p>	
<p>E.1 Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>E.2 Describe the resources used to produce goods and provide services in the local community.</p>	<p>Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i>, T192-T207</p>
<p>E.3 Describe the role of banks, saving, and borrowing in the economy.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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E.4 Describe the goods and services that are produced in the local community, and those that are produced in other communities.	Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207
E.5 Identify goods and services that government provides and the role of taxes.	Unit 1: Interact with Sources: Explore the Diagram, T172-T173 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207
F Civic Participation	
F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Digital Resources: <i>Decodable Readers</i> >Unit 3>U3 W6 Decodable Reader 188: Book Club <i>Resource Download Center</i> >Speaking and Listening
F.2 Participate in activities that focus on a classroom, school, or local community issue or problem.	For supporting content please see: Unit 1: Student Interactive: <i>Maybe Something Beautiful</i> , T115-T131 Digital Resources: <i>Decodable Readers</i> >Unit 3>U3 W3 Decodable Reader 15: The School Paper Booklet >U3 W6 Decodable Reader 18: Book Club
F.3 Identify different political systems.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
F.4 Identify the role of the individual in classroom, school, and local community participation.	For opportunities to address this standard please see: Digital Resources: <i>Decodable Readers</i> >Unit 3>U3 W3 Decodable Reader 15: The School Paper Booklet >U3 W6 Decodable Reader 18: Book Club

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<p>F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Decodable Readers</i>>Unit 3>U3 W6 Decodable Reader 188: Book Club <i>Resource Download Center</i>>Speaking and Listening</p>
<p>F.6 Identify situations in which social actions are required.</p>	<p>Unit 4: Interact with Sources, T20-T21 Listening Comprehension: Jackie Robinson, Opening the Doors, T30-T31 Introduce the Text, T38-T39 Student Interactive: <i>Who Says Women Can't Be Doctors?</i>, T39-T59 Respond and Analyze, T60-T61 Reflect and Share: Talk About It, T74-T75 Interact with Sources: Explore the Infographic, T262-T263 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, T281-T303</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>Franklin Delano Roosevelt: A People's Leader</p>
<p>F.7 Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.</p>	<p>Unit 4: ELL Targeted Support: Expand Vocabulary, T112</p> <p>Unit 5: Interact with Sources, T334-T335</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>Franklin Delano Roosevelt: A People's Leader</p>

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<p>F.8 Identify rights and responsibilities within the classroom, school, and community.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Decodable Readers</i>>Unit 3>U3 W6 Decodable Reader 188: Book Club <i>Resource Download Center</i>>Speaking and Listening</p>
<p>Standards: Individual Development and Cultural Identity</p>	
<p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p>	
<p>2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>
<p>2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>

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<p>2.1c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>
<p>2.1c.1 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>We Live in Communities</p>
<p>2.1c.2 By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223</p>
<p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T45, T51, T273</p>
<p>2.1d.1 Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T45, T51, T273</p>

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<p>2.2 People share similarities and differences with others in their own community and with other communities.</p>	
<p>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions >Independence Day</p>
<p>2.2a.1 Students will examine the ethnic and/or cultural groups represented in their classroom.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions</p>

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<p>2.2a.2 Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions</p>
<p>2.2a.3 Students will identify community events that help promote a common community identity.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions</p>

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<p>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions</p>
<p>2.2b.1 Students will explore how different ideas, talents, perspectives, and culture are shared across their community.</p>	<p>Unit 4: Compare Across Texts: Our Traditions, T406-T407 ELL Targeted Support: Activate Prior Knowledge, T407</p> <p>Digital Resources: Leveled Readers> Guided Reading Level H>Dancing Around >Guided Reading Level J>Moon Cakes >Traditions Around the World >Guided Reading Level K>Celebrate with Food >Guided Reading Level L>Happy New Year >Traditional Clothing >Guided Reading Level M>Learning About Traditions</p>

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Civic Ideals and Practices	
2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.	
2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.3a.1 Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.	For opportunities to address this standard please see: Digital Resources: <i>Decodable Readers</i> >Unit 3>U3 W6 Decodable Reader 188: Book Club <i>Resource Download Center</i> >Speaking and Listening
2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.3b.1 Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.	For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i> , T192-T207 Cross-Curricular Perspectives: Social Studies, T193 Digital Resources: <i>Leveled Readers</i> > >Guided Reading Level L>We Live in Communities
2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.	
2.3c.1 Students will learn about the process of voting and what opportunities adults in the community have for participation.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.3c.2 Students will participate in voting within the classroom and in school, as appropriate.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>2.3d Symbols of American democracy serve to unite community members.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guiding Reading Level I>Landmarks of the United States</p>
<p>2.3d.1 Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.</p>	<p>Unit 5: Interact with Sources: Explore the Infographic, T334-T335 Teacher-Led Options: ELL Targeted Support, T384</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Landmarks of the United States >Guided Reading Level M>Independence Day</p>
<p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p>	
<p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Cross-Curricular Perspectives: Social Studies, T193</p> <p>Digital Resources: Leveled Readers> >Guided Reading Level L>We Live in Communities</p>
<p>2.4a.1 Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Cross-Curricular Perspectives: Social Studies, T193</p> <p>Digital Resources: Leveled Readers> >Guided Reading Level >We Live in Communities</p>

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<p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Cross-Curricular Perspectives: Social Studies, T193 Digital Resources: Leveled Readers> >Guided Reading Level L>We Live in Communities</p>
<p>2.4b.1 Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Cross-Curricular Perspectives: Social Studies, T193</p>
<p>2.4c Citizens provide service to their community in a variety of ways.</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183 Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31 Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263 Student Interactive: <i>One Plastic Bag</i>, T281-T303 Listening Comprehension: Volunteering Helps Everyone, T354-T355 Digital Resources: Grade 2>Leveled Readers> Guided Reading Level I: Leveled Readers>Helping Your Community</p>

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<p>2.4c.1 Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, T281-T303 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Helping Your Community</p>

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<p>2.4c.2 Students will identify how adults can provide service to the school and the community at large.</p>	<p>Unit 1: Listening Comprehension: Helping the Community, T182-T183</p> <p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31</p> <p>Unit 4: Listening Comprehension: Making a Difference in Your Community, T190-T191 Student Interactive: <i>The Garden of Happiness</i>, T199-T221 Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, T281-T303 Listening Comprehension: Volunteering Helps Everyone, T354-T355</p> <p>Digital Resources: Leveled Readers> Guided Reading Level I>Helping Your Community</p>
<p align="center">Geography, Humans, and the Environment</p>	
<p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>	
<p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335</p> <p>Unit 3: Interact with Sources: Explore the Infographic, T92-T93, T328-T329</p> <p>Digital Resources: Leveled Readers> Guided Reading Level M>Continents on the Move</p>

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<p align="center">New York State Social Studies Frameworks</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>2.5a.1 Students will locate their communities on maps and/or globes.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335 Unit 3: Interact with Sources: Explore the Infographic, T92-T93, T328-T329 Digital Resources: Leveled Readers> Guided Reading Level M>Continents on the Move</p>
<p>2.5a.2 Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports).</p>	<p>For supporting content please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Digital Resources: Leveled Readers> >Guided Reading Level L>We Live in Communities</p>
<p>2.5a.3 Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335 Unit 3: Interact with Sources: Explore the Infographic, T92-T93, T328-T329</p>
<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p>	<p>For opportunities to address this standard please see: Unit 5: Student Interactive: Rocks!, T353-T367</p>
<p>2.5b.1 Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Digital Resources: Leveled Readers>Guided Reading Level L>We Live in Communities</p>

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<p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Digital Resources: Leveled Readers> >Guided Reading Level L>We Live in Communities</p>
<p>2.5c.1 Students will explore how humans have positively and negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207 Digital Resources: Leveled Readers>Guided Reading Level L>We Live in Communities</p>
<p>2.5c.2 Students will describe the means people create for moving people, goods, and ideas in their communities.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T40, T151 Student Interactive: <i>What Is a Community?</i>, T192-T207 Reflect and Share: Talk About It, T222-T223 Digital Resources: Grade 2>Leveled Readers> Guided Reading Level L: We Live in Communities</p>
<p>2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.</p>	<p>Unit 5: Interact with Sources: Explore the Infographic, T20-T21, T98-T99, T254-T255 Decodable Text: <i>The Best Place</i>, T28-T29 Introduce the Text, T38-T39 Student Interactive: <i>Introducing Landforms</i>, T39-T57 Listening Comprehension, T108-T109 Digital Resources: Leveled Readers> Guided Reading Level J>Glaciers >Guided Reading Level M>Artificial Islands</p>

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<p>2.5d.1 Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335 Unit 3: Interact with Sources: Explore the Infographic, T328-T329</p>
<p>2.5d.2 Students will locate the equator, northern and southern hemispheres, and poles on a globe.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>2.5d.3 Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation.</p>	<p>For supporting content please see: Unit 2: Interact with Sources: Explore the Infographic, T98-T99, T334-T335 Unit 3: Interact with Sources: Explore the Infographic, T92-T93, T328-T329 Digital Resources: Leveled Readers> Guided Reading Level M>Continents on the Move</p>
<p>Time, Continuity, and Change</p>	
<p>2.6 Identifying continuities and changes over time can help understand historical developments.</p>	
<p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>2.6b.1 Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>2.6b.2 Students will develop a time line for their community, including important events, such as when the school was built.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>2.7 Cause-and-effect relationships help us recount events and understand historical development.</p>	
<p>2.7a Cause-and-effect relationships help us understand the changes in communities.</p>	<p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31 Spotlight on Genre: Informational Text, T32-T33 ELL Targeted Support: Text Structure, T32 Close Read: Identify Text Structure, T44, T46, T47, T50, T53 Identify Text Structure, T64-T65</p> <p>Unit 4: Close Read: Identify Text Structure, T50, T52, T58 Close Read: Ask and Answer Questions, T54 Identify Text Structure, T66-T67 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Text Structure, T68 Teacher-Led Options, Conferring/Leveled Readers: Identify Text Structure, T69</p> <p>Digital Resources: Intervention>Teacher Resources><i>myFocus Intervention Teacher's Guide</i>: Lesson 38, Recognize Text Structure, T229-T234</p>

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<p>2.7a.1 Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).</p>	<p>Unit 2: Listening Comprehension: Patterns on the Prairie, T30-T31 Spotlight on Genre: Informational Text, T32-T33 ELL Targeted Support: Text Structure, T32 Close Read: Identify Text Structure, T44, T46, T47, T50, T53 Identify Text Structure, T64-T65</p> <p>Unit 4: Close Read: Identify Text Structure, T50, T52, T58 Close Read: Ask and Answer Questions, T54 Identify Text Structure, T66-T67 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Text Structure, T68 Teacher-Led Options, Conferring/Leveled Readers: Identify Text Structure, T69</p> <p>Digital Resources: Intervention>Teacher Resources><i>myFocus Intervention Teacher's Guide</i>: Lesson 38, Recognize Text Structure, T229-T234</p>
<p>Economic Systems</p>	
<p>2.8 Communities face different challenges in meeting their needs and wants.</p>	
<p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p>	<p>For supporting content please see: Unit 1: Student Interactive: <i>What Is a Community?</i>, T192-T207</p> <p>Digital Resources: Leveled Readers>Guided Reading Level L>We Live in Communities</p>

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2.8a.1 Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.	For supporting content please see: Unit 1: Student Interactive: <i>What Is a Community?</i> , T192-T207 Digital Resources: Leveled Readers>Guided Reading Level L>We Live in Communities
2.8a.2 Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.8b.1 Students will explore economic decision making and the use of money.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.	Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207
2.8c.1 Students will examine how consumers react to changes in the prices of goods.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.8d Taxes are collected to provide communities with goods and services.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
2.8d.1 Students will explore the purpose of taxes and how they are collected in their communities.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.	
2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.	Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207
2.9a.1 Students will distinguish between goods and services and identify goods produced in their community.	Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207
2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.	Unit 1: Cross-Curricular Perspectives: Social Studies, T120 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207 Reflect and Share: Talk About It, T222-T223
2.9b.1 Students will identify different types of jobs performed in their community.	Unit 1: Cross-Curricular Perspectives: Social Studies, T120 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207 Reflect and Share: Talk About It, T222-T223
2.9b.2 Students will explain the services provided by community workers.	Unit 1: Cross-Curricular Perspectives: Social Studies, T120 Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207 Reflect and Share: Talk About It, T222-T223
2.9c At times, neighboring communities share resources and workers to support multiple communities.	For opportunities to address this standard please see: Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207

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2.9c.1 Students will explore how communities share resources and services with other communities.	For opportunities to address this standard please see: Unit 1: Introduce the Text, T190-T191 Student Interactive: <i>What Is a Community?</i> , T192-T207