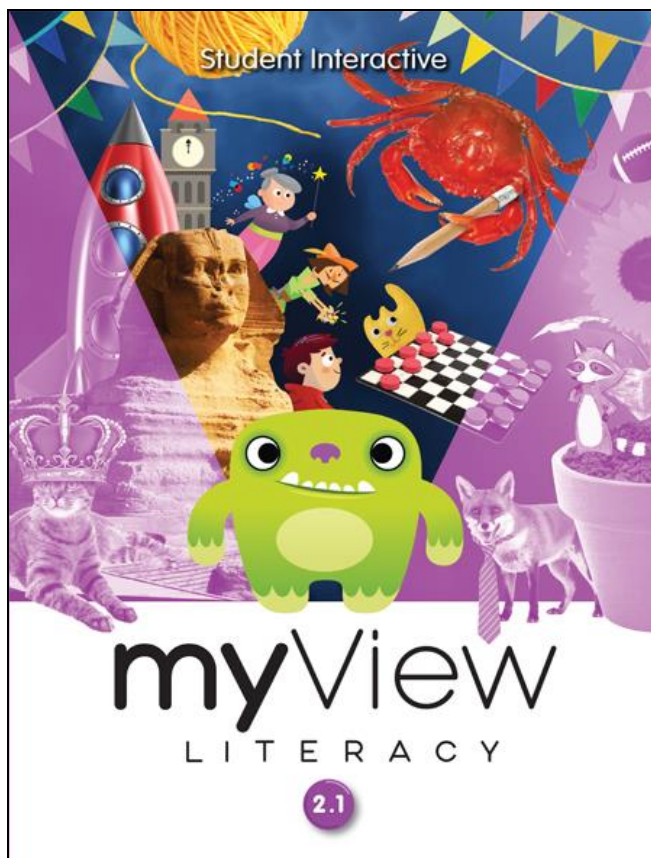


A Correlation of



To the

**English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 2**

A Correlation of myView Literacy, Grade 2, ©2020 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *English Language Arts/Literacy Grade-Level Instructional Materials Evaluation Tool*. Correlation includes program descriptions with supporting program 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
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

Table of Contents

NON-NEGOTIABLE 1: TEXT COMPLEXITY	4
NON-NEGOTIABLE 2: QUESTIONS AND TASKS	7
ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	13
ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	20
ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS.....	24
ALIGNMENT CRITERION V: LANGUAGE.....	27
ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	34
ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	40

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Assessing text complexity in the early grades begins in grade two. Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts—particularly anchor texts— your district is considering for adoption. Anchor texts are materials designed to serve as the central unifying tool for the development of reading comprehension. Reading materials, texts, and other materials in grade two need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students). For student reading materials in grade two, refer to the Alignment Criteria for Foundational Skills (4a – 4d of this document).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons and text-dependent questions and tasks during reading. The questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see:</p> <p>Unit 1: Characters, T110, T121, T123, T126, T138–T139 Main Idea and Details, T214–T215</p> <p>Unit 3: Theme, T58–T59</p> <p>Unit 4: Point of View, T210, T242–T243</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout all levels of Pearson's <i>myView Literacy</i> ©2020, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups.</p> <p>For examples see:</p> <p>Unit 1: <i>From Places We Go</i>, T190–T209 (Informational Text)</p> <p>Unit 2: "A Home on the Prairie," T116–T131 (Informational Text) <i>The Seasons of Arnold's Apple Tree</i>, T188–T213 (Realistic Fiction)</p> <p>Unit 3: from <i>Fables</i>, T38–T53 (Fables) <i>The Legend of the Lady Slipper</i>, T110–T135 (Legend)</p> <p>Unit 5: <i>Volcano Wakes Up!</i>, T272–T295 (Poetry) <i>Rocks!</i>, T352–T369 (Informational Text)</p>
<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades two through three text complexity band, as well as texts that directly address the <i>Alignment Criteria for Foundational Skills</i> (4a-4d of this document). Read-aloud texts should measure above the grades two through three text complexity band.</p>	<p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, and Trade Books.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App. Each week includes a Listening Comprehension selection running across the complexity band.</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p> <p>For examples see:</p> <p>Unit 1: Small Group: T58–T61, T64–T65, T68–T69, T72–T73; Listening Comprehension, T258–T259 Reading Workshop: Whole Group, T38–T57, T62–T63, T66–T67, T70–T71</p> <p>Unit 4: Book Club, T239, T279, T440–T457</p>
<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>Students develop generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p>Unit 2: Academic Vocabulary: Context Clues, T190, T195, T197, T230; Vocabulary Skills/Strategies: Word Parts, T312–T313</p> <p>Unit 3: Selection Vocabulary, T34, T134–T135, T216–T217; Academic Vocabulary, T58, T302</p> <p>Unit 4: Spelling, T26–T27, T82–T83</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Also see:</p> <ul style="list-style-type: none"> • Progress Check-Ups • Unit Tests • Middle-of-Year Test • End-of-Year Test • PearsonRealize.com <i>myView Literacy</i> includes the Resource Download Center • Spelling • Word Study and the Professional Development Center: Vocabulary
<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade two standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade two, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge and vocabulary built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in grade two. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests and are likely to foster independent reading.</p>	<p><i>myView Literacy</i> provides multiple pathways to help students address a wide variety of interests and are likely to foster independent reading.</p> <ul style="list-style-type: none"> • <i>Independent Reading</i> and <i>Independent Writing</i> options provide students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions.

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <ul style="list-style-type: none"> • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see:</p> <p>Unit 1: Independent Reading, T141, T145, T149 Project Based Inquiry, T400–T411</p> <p>Unit 2: Leveled Readers: T34–T35; Book Club, T430–T447</p> <p>Unit 3: Leveled Readers, T10–11; Book Club, T430–T447</p> <p>Unit 4: Project Based Inquiry, T428–T439</p> <p>For examples of texts across subjects and themes see:</p> <p>Unit 2: <i>A Green Kid’s Guide to Watering Plants</i>, T38–T59 (Informational Text) “A Home on the Prairie,” T116–T131 (Informational Text) <i>The Seasons of Arnold’s Apple Tree</i>, T188–T213 (Realistic Fiction)</p> <p>Unit 4: <i>Who Says Women Can’t Be Doctors?</i>, T38–T61 (Biography) <i>Building on Nature: The Life of Antoni Gaudí</i>, T118–T141 (Biography)</p> <p>Unit 5: <i>How Water Shapes the Earth</i>, T116–T128, T138–T139 (Informational Text) <i>How Earthquakes Shape the Earth</i>, T116, T128–T139 (Informational Text)</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>Texts have been chosen in Pearson's <i>myView Literacy</i> ©2020 with the multicultural society that today's students inhabit. The authors, the illustrations, and the materials represent the rich cultural literary legacy throughout the world.</p> <p>Unit 3: <i>The Legend of the Lady Slipper</i>, T110–T135 (Legend) <i>Interstellar Cinderella</i>, T192–T206 Cendrillon: An Island Cinderella, T206–T217 (Folktales) <i>The Abenaki</i>, T274–T289 (Informational Text) <i>My Food, Your Food</i>, T346–T369 (Realistic Fiction/Procedural Text)</p> <p>Unit 4: <i>Building on Nature: The Life of Antoni Gaudí</i>, T118–T141 (Biography) <i>The Garden of Happiness</i>, T198–T223 (Realistic Fiction)</p>
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> • Stories, poems, and songs 	<p>Literature Selections:</p> <p>Unit 1: <i>You Can't Climb a Cactus</i>, T334–T351 (Realistic Fiction)</p> <p>Unit 2: <i>What's in the Egg, Little Pip?</i>, T270–T295 (Fiction)</p> <p>Unit 4: <i>The Garden of Happiness</i>, T198–T223 (Realistic Fiction)</p> <p>Drama:</p> <p>Unit 5: <i>Where Do They Go in Rain or Snow?</i>, T196–T215 (Drama)</p> <p>Poetry:</p> <p>Unit 1: Poetry Collection, T244–T311</p> <p>Unit 5: <i>Volcano Wakes Up!</i>, T272–T295 (Poetry)</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Fables and folktales 	<p>Genre Unit 1: Legend, T104–T105 Unit 3: Fables, T32–T33; Folktales, T186–T187</p> <p>Selections Unit 3: from <i>Fables</i>, T38–T53 (Fables) <i>The Legend of the Lady Slipper</i>, T110–T135 (Legend) <i>Interstellar Cinderella</i>, T192–T206 Cendrillon: An Island Cinderella, T206–T217 (Folktales)</p>
<ul style="list-style-type: none"> • Multiple versions of the same story by different authors or from different cultures 	<p>Unit 3: <i>Interstellar Cinderella</i>, T192–T206 Cendrillon: An Island Cinderella, T206–T217 (Folktales)</p>
<p>1d. The range of informational texts include selections that:</p>	
<ul style="list-style-type: none"> • Present historical events 	<p>Unit 3: <i>The Abenaki</i>, T274–T289 (Informational Text) Unit 4: <i>Who Says Women Can't Be Doctors?</i>, T38–T61 (Biography) <i>Building on Nature: The Life of Antoni Gaudí</i>, T118–T141 (Biography)</p>
<ul style="list-style-type: none"> • Present scientific ideas or concepts 	<p>Unit 5: <i>Introducing Landforms</i>, T38–T59 (Informational Text) <i>How Water Shapes the Earth</i>, T116–T128, T138–T139 (Informational Text) <i>How Earthquakes Shape the Earth</i>, T116, T128–T139 (Informational Text) <i>Rocks!</i>, T352–T369 (Informational Text)</p>
<ul style="list-style-type: none"> • Describe technical procedures 	<p>Unit 3: <i>My Food, Your Food</i>, T346–T369 (Realistic Fiction/Procedural Text)</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Contain relevant visual representations of information 	<p>Examples of Illustrations</p> <p>Unit 1: Illustrations (First Read), T41, T47, T49, T51, T53, T117, T119, T120</p> <p>Unit 2: Explore the Infographic: T98–T99, T334–T345 Maps: T358, T359, T364 Photographs: Explore the Infographic (Photographs), T335–T336 First Read (Photographs), T356, T357, T360</p> <p>Unit 3: Maps: T93 Author’s Craft: Illustrations, T286 Understand Text Features, T366</p> <p>Unit 4: Possible Teaching Point: Text Features, T49 Using Visuals to Add Meaning, T123</p> <p>Unit 5: Illustrations (First Read), T198, T209, T281 Photographs: Explore the Infographic (Photographs), T98–T99 First Read (Photographs), T118, T137, T362, T364, T366</p>
<ul style="list-style-type: none"> • Contain at least two texts on the same topic 	<p>Unit 5: <i>Introducing Landforms</i>, T38–T59 (Informational Text) <i>How Water Shapes the Earth</i>, T116–T128, T138–T139 (Informational Text) <i>How Earthquakes Shape the Earth</i>, T116, T128–T139 (Informational Text)</p>
<ul style="list-style-type: none"> • Contain various text features such as glossaries, indexes, and icons 	<p>Unit 2: Glossary: T128, T367 Index: T129 Respond and Analyze: T130–T131 Reading Workshop: Use Graphic Text Features, T136–T137 Leveled Readers: Text Elements: T113 Informational Text: T346–T347</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>The collections of texts in <i>myView Literacy</i> include a rich mixture of literary and informative texts chosen for both content and grade level interest. Listening Comprehension texts, Text Selections, Leveled Readers, and Book Club Selections allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p> <p>For a complete listing of text complexity see: <i>PearsonRealize.com</i>, <i>myView Literacy: Text Complexity Charts</i>. <i>PearsonRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p> <p>For examples see:</p> <p>Unit 1: Listening Comprehension, T106–T107, T326–T327</p> <p>Unit 2: Listening Comprehension, T108–T109, T180–T181 Book Club, T430–T447</p> <p>Unit 3: Listening Comprehension, T102–T103, Leveled Readers, T342–T343</p> <p>Unit 5: Book Club, T430–T447</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET). Texts for grade two students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions (CCSS).</i></p>	
Literature and Informational Text	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Asking and answering questions about who, what, where, when, and why 	<p>Unit 1: Realistic Fiction, T30 Read, T38 Close Read: Ask and Answer Questions, T43 First Read: Ask, T42, T44, T46, T50, T120 First Read: Look, T45, T51, T52 Close Read: Ask and Answer Questions, T49, T57 Respond and Analyze, My View, T56, T132 Generate Questions, T68–T69 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 Respond and Analyze, T368</p> <p>Unit 3: First Read, T41, T46, T49, T50, T204 Close Read: Determine Key Ideas, T49 First Read: Ask, T280, T284</p> <p>Unit 4: Ask and Answer Questions, T43, T49, T54, T57, T70–T71 Close Read, T49, T57, T216 Reread A Place to Play, T189 Realistic Fiction, T190 Read, T198, T280 Close Read: Understand Persuasive Text, T372</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
(Continued)	(Continued) Unit 5: Read The Best Place, T29 First Read: Ask, T45, T49, T53, T56, T136, My View, T138 Reread Lizard's Move, T263 First Read: Ask, T290, T291
<ul style="list-style-type: none"> • Recounting stories and demonstrating an understanding of their central ideas, message, or lessons 	Unit 2: First Read, T279, T285, T289, T293 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 Unit 4: Retell, T29, T109, T189, T271, T353 Read, T198 First Read, T203, T209, T213, T221 Determine Theme, T228 Strategy Group: Determine Theme, T230 Unit 5: Retell, T29, T107, T187, T263, T343
<ul style="list-style-type: none"> • Describing how characters respond to major events and challenges 	Unit 1: 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

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Identifying the main topic of multi-paragraph informational texts as well as the focus of specific paragraphs 	<p>Unit 1: First Read, T197, T203 Identify Main Idea, T186, T201, T202, T214-T215</p> <p>Unit 2: Topic and Main Idea, T160</p> <p>Unit 3: Close Read: Discuss Author's Purpose, T286</p> <p>Unit 4: Wrap-Up, T111 First Read: Read, T364 Close Read: Understand Persuasive Text, T364</p> <p>Unit 5: Describe Connections, T64 Informational Text, T346 Identify Main Idea, T31, T367, T374-T375</p>
<ul style="list-style-type: none"> • Making connections between historical events, scientific ideas, and technical procedures presented in a text 	<p>Unit 2: Identify Text Structure, T46, T47, T64-T65 Cross-Curricular Perspectives: Science, T120</p> <p>Unit 3: Procedural Text, T338-T339 Think Aloud, T338, T339 Multimodal Text, T340-T341 Introduce the Text, T346-T347 Procedural Text: My Food, Your Food, T347-T369</p> <p>Unit 5: How-To Books, T87, T88, T89 Generate Ideas, T91 Describe Connections, T41, T64-T65</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Describing how words and phrases supply rhythm and meaning to stories, poems, and songs 	<p>Unit 1: Poetry, T260</p> <p>Unit 2: Possible Teaching Point: Author's Craft, T283, T290</p> <p>Unit 3: Imagery, T164–T167 Possible Teaching Point: Author's Craft, T194, T197 Explore Alliteration, T247–T248 Independent Writing, T247 Share Back, T247, T248</p> <p>Unit 4: Possible Teaching Point: Author's Craft, T47, T54, T208 Read Like a Writer, Write for a Reader, T324–T325</p> <p>Unit 5: Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Explain Patterns and Structures, T276, T300–T301, T314</p>
<ul style="list-style-type: none"> • Describing the overall structure of a story 	<p>Unit 1: Explore the Structure of Fiction, T238–T239 Spotlight on Genre: Realistic Fiction, T328–T329 Describe and Understand Plot Elements, T356</p> <p>Unit 3: Traditional Tale: Legend, T104 Story Structure, T154–T155</p> <p>Unit 4: Sequence of Events, T252 Explore Conclusion, T253</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Acknowledging the differences in characters' points of view</p>	<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>
<p>• Determining the meaning of words and phrases in grade two reading selections</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Introduce the Text: Preview Vocabulary, T190 Vocabulary in Context, T197, T205 Develop Vocabulary, T208</p> <p>Unit 2: Academic Vocabulary, T14-T15 Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352 Vocabulary in Context, T361</p> <p>Unit 3: Introduce the Text: Preview Vocabulary, T274-T275</p> <p>Unit 4: Develop Vocabulary, T60, T140, T304, T378 Vocabulary in Context, T47</p> <p>Unit 5: Close Read: Vocabulary in Context, T53, T55, T136, T358, T366 Develop Vocabulary, T58</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
 ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> Identifying the main purpose of an informational text 	<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>
<ul style="list-style-type: none"> Recognizing and using various text features (such as headings and glossaries) to locate information 	<p>Unit 2: Text Features, T129, T130–T131, T136–T137, T245, T374–T375, T448–T449</p> <p>Unit 3: Possible Teaching Point: Read Like A Writer: Author's Craft, T283 Text Structure, T308 Understand Text Features, T374 Organizing Information, T388</p> <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>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks that accompany the text require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Using illustrations and words to access information, explaining how specific images contribute to understanding 	<p>Unit 1: Infographic, T20–T21, T96–T97, T316–T317</p> <p>Unit 2: Infographic, T98–T99, T252–T253, T334–T335</p> <p>Unit 3: Infographic, T20–T21, T92–T93, T174–T175, T256–T257, T328–T329</p> <p>Unit 4: Infographic, T20–T21, T100–T101, T180–T181, T262–T263, T344–T345</p> <p>Unit 5: Infographic, T20–T21, T98–T99, T178–T179, T254–T255, T334–T335</p>
<ul style="list-style-type: none"> • Describing the reasons authors use to support specific points in a text 	<p>Unit 2: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420</p> <p>Unit 4: Persuasive Text, T354 Understand Persuasive Text, T368, T372, T384–T385 First Read, T50</p>
<ul style="list-style-type: none"> • Comparing and contrasting important points from two texts on the same topic, or two versions of the same story 	<p>Unit 1: Strategy Group: Compare Texts, T224–T225</p> <p>Unit 2: Strategy Group: Compare Texts, T74, T384 Whole Group, T75, T147</p> <p>Unit 4: Strategy Group: Compare Texts, T76, T156, T320, T394 Compare Across Texts, T416–T417</p> <p>Unit 5: Strategy Group: Compare Texts, T74, T154, T384 Close Read: Compare and Contrast Texts, T118, T123, T130–T131, T144–T145, T146</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade two, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and materials are organized to elicit responses to sources in age-appropriate ways. This might include activities such as dictation or making pictures to express thoughts in addition to writing, with support from the teacher.</p>	<p>Unit 1: Reflect and Share: Write to Sources, T146–T147, T290–T291</p> <p>Unit 2: Reflect and Share: Write to Sources, T144–T145, T308–T309 List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403</p> <p>Unit 3: Reflect and Share: Write to Sources, T148–T149, T302–T303 Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p>Unit 4: Reflect and Share: Write to Sources, T154–T155, T318–T319 Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p> <p>Unit 5: Reflect and Share: Write to Sources, T152–T153, T308–T309 How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> • Opinion writing, in which students state an opinion and supply reasons that support the opinion, using linking words to connect opinion and reasons 	<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>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Informative/explanatory writing, in which students introduce a topic and use facts and definitions to develop points 	<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>
<ul style="list-style-type: none"> • Narrative writing, in which students recount events with details to describe actions, thoughts, and feelings 	<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>
<p>3c. Reading materials can serve as models to explore writer’s craft and support student production of grade-level opinion, informational, and narrative writing.</p>	<p>Unit 1: Reflect and Share: Write to Sources, T146–T147, T290–T291</p> <p>Unit 2: Reflect and Share: Write to Sources, T144–T145, T308–T309 List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403</p> <p>Unit 3: Reflect and Share: Write to Sources, T148–T149, T302–T303 Poetry, T78–T87, T160–T169, T242–T251, T314–T323, T394–T403</p> <p>Unit 4: Reflect and Share: Write to Sources, T154–T155, T318–T319 Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p> <p>Unit 5: Reflect and Share: Write to Sources, T152–T153, T308–T309 How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade two writing standards, including:</p>	
<ul style="list-style-type: none"> • Focusing on a topic and strengthening writing as needed by 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>
<ul style="list-style-type: none"> • Using 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: Celebrate, T401</p> <p>Unit 3: Conduct Research: Search Online, T422–T423</p> <p>Unit 4: Conduct Research: Use a Web Site, T432–T433</p> <p>Unit 5: ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428</p>
<p>3e. Materials provide opportunities and resources for students to participate in shared research and writing projects, including:</p>	
<ul style="list-style-type: none"> • Recalling information from experiences 	<p>Unit 4: Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Gathering information from provided sources 	<p>Unit 1: Write to Sources, T146–T147 Conduct Research: Interview an Expert, T404–T405</p> <p>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</p> <p>Unit 3: Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426</p> <p>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</p> <p>Unit 5: Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422 Collaborate and Discuss: Cite Your Sources, T424–T425</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS</p>	
<p><i>Effective foundational skills instruction in grade two includes explicit and systematic lessons and diagnostic support in concepts of print, the alphabetic principle, phonics, phonological awareness, vocabulary development and word recognition, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Building these foundational skills must be contextualized within the materials.</i></p>	
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade two <i>Reading Standards for Foundational Skills</i>, including phonics, phonological awareness, letter recognition, word recognition, and reading fluency in a research-based and transparent progression. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational reading skills.)</p>	<p>Unit 1: Phonics & Phonological Awareness, T22–T23, T24–T25, T26–T27, T28–T29, T98–T99, T100–T101, T102–T103, T104–T105, T174–T175, T176–T177, T178–T179, T180–T181, T250–T251, T252–T253, T254–T255, T256–T257, T318–T319, T320–T321, T322–T323, T324–T325</p> <p>Unit 2: Phonics & Phonological Awareness, T22–T23, T24–T25, T26–T27, T28–T29, T100–T101, T102–T103, T104–T105, T106–T107, T172–T173, T174–T175, T176–T177, T178–T179, T254–T255, T256–T257, T258–T259, T260–T261, T336–T367, T338–T339, T340–T341, T342–T343</p> <p>Unit 3: Phonics, T22–T23, T24–T25, T26–T27, T94–T95, T96–T97, T98–T99, T176–T177, T178–T179, T180–T181, T258–T259, T260–T261, T262–T263, T330–T331, T332–T333, T334–T335 Decodable Text, T28–T29, T100–T101, T182–T183, T264–T265, T336–T337</p> <p>Unit 4: Phonics, T22–T23, T24–T25, T26–T27, T102–T103, T104–T105, T106–T107, T182–T183, T184–T185, T186–T187, T264–T265, T266–T267, T268–T269, T346–T347, T348–T349, T350–T351 Decodable Text, T28–T29, T108–T109, T188–T189, T270–T271, T352–T353</p> <p>Unit 5: Phonics, T22–T23, T24–T25, T26–T27, T100–T101, T102–T103, T104–T105, T180–T181, T182–T183, T184–T185, T256–T257, T258–T259, T260–T261, T336–T337, T338–T339, T340–T341 Decodable Text, T28–T29, T106–T107, T186–T187, T262–T263, T342–T343</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>4b. Materials include a variety of opportunities that allow for systematic and frequent practice of all foundational skills through such features as engaging texts, games, digital materials, etc..</p>	<p>Engaging Texts:</p> <p>Unit 1: <i>Maybe Something Beautiful</i>, T114–T133 (Realistic Fiction) <i>From Places We Go</i>, T190–T209 (Informational Text)</p> <p>Unit 3: <i>Interstellar Cinderella</i>, T192–T206 <i>Cendrillon: An Island Cinderella</i>, T206–T217 (Folktales)</p> <p>Unit 4: <i>Kids Can Be Big Helpers</i>, T362–T379 (Persuasive Text)</p> <p>Unit 5: <i>Volcano Wakes Up!</i>, T272–T295 (Poetry)</p> <p>Digital materials: Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see: Unit 2 Leveled Readers Library, T10–T11</p> <p>Games: All activities and materials in Pearson's <i>myView Literacy</i> ©2020 include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades. Detailed instruction in the Teacher's Edition and additional support at PearsonRealize.com provides instructors with activities to encourage all students to succeed.</p> <p>For examples see: Practice Games in myView Games at PearsonRealize.com</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
<p>4c. Materials provide regular practice in encoding (spelling) and decoding (reading) the sound symbol relationships of English.</p>	<p>Unit 1: Spelling, T78–T79, T154–T155, T230–T231, T298–T299, T372–T373</p> <p>Unit 2: Spelling, T80–T81, T152–T153, T234–T235, T316–T317, T390– T381 Contractions, T22, T24, T26, T28, T60, T106, T153</p> <p>Unit 3: Spelling, T74–T75, T156–T157, T238–T239, T310–T311, T390–T391</p> <p>Unit 4: Spelling, T82–T83, T162–T163, T244–T245, T326–T327, T400–T401</p> <p>Unit 5: Spelling, T80–T81, T160–T161, T180–T185, T236–T237, T316–T317, T390–T391 Conventions: Contractions, T162-T163, T238, T426</p>
<p>4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>	<p>Unit 1: First-read Strategies (Read), T38, T40, T45, T46, T48, T50, T52, T54, T114, T121, T124, T129, T131, T190, T192, T198, T266, T269, T272, T275, T334, T336, T341, T344, T346</p> <p>Unit 2: First-read Strategies (Read), T38, T40, T53, T55, T116, T119, T125, T128, T188, T190, T198, T199, T201, T206, T208, T211, T270, T274, T281, T285, T289, T291, T292, T352, T355, T366</p> <p>Unit 3: First-read Strategies (Read), T38, T42, T45, T49, T110, T112, T119, T121, T127, T128, T131, T132, T192, T194, T200, T206, T208, T212, T274, T277, T282, T286, T346, T351, T354, T357, T364, T367</p> <p>Unit 4: First-read Strategies (Read), T38, T41, T45, T49, T54, T57, T58, T118, T120, T124, T130, T134, T138, T198, T200, T204, T207, T209, T220, T221, T280, T282, T286, T289, T293, T296, T303, T362, T364, T373, T375</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
(Continued)	(Continued) Unit 5: First-read Strategies (Read), T38, T41, T47, T50, T54, T116, T120, T126, T128, T130, T135, T196, T199, T207, T210, T272, T277, T282, T283, T288, T352, T354, T362, T367
ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, vocabulary, and knowledge gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade two are designed to help build student understanding and use of:	
• Nouns (including collective and irregular plural nouns)	Unit 2: Singular and Plural Nouns, T82-T83 Irregular Plural Nouns, T154-T155, T236 Collective Nouns, T392-T393 Unit 3: Lesson 1: Collective Nouns, T76
• Reflexive pronouns	Unit 4: Reflexive Pronouns, T376, T402-T403 Unit 5: Spiral Review: Reflexive Pronouns, T82
• The past tense of frequently occurring irregular verbs	Unit 2: Complete Subjects with Subject-Verb Agreement, T324, T399 Unit 3: Verbs, T48, T51, T76-T77, T114, T126, T158-T159, T196, T200, T205, T213, T240-T241, T312-T313, TT321-T322

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Adjectives and adverbs 	<p>Unit 1: Explore Tools Authors Use (adjectives), T164–T165 Explore Adding Details, T308</p> <p>Unit 3: Word Work: Review Comparative Endings, T98–T99 Spell Words with Comparative Endings, T156–T157 Adverbs, T354, T367, T392–T393 Explore Descriptive Adjectives and Articles, T319–T320</p> <p>Unit 4: Adjectives and Adverbs, T44, T45, T57, T84–T85, T164–T165, T408 Read Like a Writer, Write for a Reader, T160</p>
<ul style="list-style-type: none"> • Complete simple and compound sentences 	<p>Students can practice this skill with the following:</p> <p>Unit 1: Oral Language: Simple Sentences, T80–T81 Reading-Writing Bridge, T84 Compound and Complex Sentences, T232, T300 Reflect and Share: Talk About It, T70–T71, T222–T223, T364–T365</p> <p>Unit 2: Reflect and Share: Talk About It, T72–T73, T226–T227, T382–T383</p> <p>Unit 3: Reflect and Share: Talk About It, T66–T67, T230–T231, T382–T383</p> <p>Unit 4: Reflect and Share: Talk About It, T74–T75, T236–T237, T392–T393</p> <p>Unit 5: Reflect and Share: Talk About It, T72–T73, T228–T229, T382–T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
<ul style="list-style-type: none"> • Commas in greetings and closings 	<p>Unit 3: Write a Thank You Note, T426</p> <p>Unit 4: Commas in Dates and Letters, T246-T247, T328 Write a Letter, T436</p>
<ul style="list-style-type: none"> • Apostrophes to form contractions and possessives 	<p>Unit 1: Explore End Punctuation and Apostrophes, T306–T307</p> <p>Unit 2: Contractions, T22, T24, T26, T28, T60, T106, T153 Spell Words with Contractions, T80-T81 Possessive Nouns, T318-T319, T392</p> <p>Unit 4: Possible Teaching Point: Author's Craft, T52</p> <p>Unit 5: Conventions: Contractions, T162-T163, T238, T426</p>
<ul style="list-style-type: none"> • Correct spelling, applying knowledge of spelling patterns in writing words 	<p>Unit 1: Lesson 4: Spell Words With CVC, T79 Long Vowels: CVCe, T102, T134, T154-T155, T180, T231 Inflected Endings, T318–T325, T398 Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Inflected Endings, T28–T29 Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary, T130, T368 Glossary, T136, T367 Informational Text, T346 Compound Words, T408–T409, T414–T417 How to Use a Glossary, T448–T449</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: Comparative Endings, T94–T99 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 Phonics: Write /s/ Spelled c; /j/ Spelled g or <i>dge</i>, T408, T414, T416 How to Use a Glossary, T448–T449</p> <p>Unit 4: Closed Syllables VC/V, T22–T27 V/CV, T102–T107 Open Syllables V/CV, T102, T104, T106, T142 Prefixes, T264–T269 Syllable Pattern VCCV, T346, T348, T350, T380, T426 VCCV, T346–T351, T426–T427 How to Use a Glossary, T458–T459</p> <p>Unit 5: Syllable Pattern VCCCV, T256–T261 Dictionary/Glossary, T392 Final Stable Syllables -le, -tion, -sion, T408–T411, T414–T415</p>
<p>• Capitalization of holidays and other proper nouns</p>	<p>Unit 4: Capitalization and Commas, T334</p> <p>Unit 5: Edit for Capitalization, T397, T399</p>
<p>• Reference materials such as beginning dictionaries to check spellings</p>	<p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Glossary, T136, T367 How to Use a Glossary, T448–T449</p> <p>Unit 3: 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
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
Knowledge of Language	
5b. The materials support instruction on comparing formal and informal uses of English.	<p>Unit 3: Write for a Reader: Audience, T420 Write for a Reader: Audience, T426 ELL Targeted Support: Formal Language Help, T427</p> <p>Unit 4: Read Like a Writer: Author’s Craft: Informal Language, T52 Write for a Reader: Audience, T430 Write for a Reader: Audience, T434 Peer Review, T436</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Using sentence-level context clues to unlock the meaning of words 	<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
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Using prefixes and roots as clues to the meaning of words 	<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> <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>
<ul style="list-style-type: none"> • Using knowledge of the meaning of individual words to predict the meaning of compound words 	<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>
<ul style="list-style-type: none"> • Consulting glossaries or beginning dictionaries to determine the meaning of words 	<p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Glossary, T136, T367 How to Use a Glossary, T448–T449</p> <p>Unit 3: 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
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>Vocabulary Acquisition and Use</p>	
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.</p>	<p>Unit 1: Synonyms, T119, T150–T151 Develop Vocabulary, T56, T132, T208, T276, T350 Figurative Language, T52, T121, T123, T130, T270, Unit 2: Develop Vocabulary, T58, T130, T212, T294, T368 Figurative Language, T50 Unit 3: Synonyms, T125, T128, T131, T152–T153 Develop Vocabulary, T134, T216, T288, T368 Similes, T113 Figurative Language, T120 Unit 4: Synonyms, T134 Develop Vocabulary, T60, T140, T304, T378 Comparative and Superlative Adjectives, T246–T247 Figurative Language, T125, T128, T130, T131, T136, T284, T287, T290 Unit 5: Synonyms, T124, T132, T135, T156–T157 Develop Vocabulary, T58, T138, T214, T294, T368 Figurative Language, T284, T290</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	
<i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If grade two students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts using grade-level vocabulary, and ask questions when they don't understand or need more clarification.</i>	
6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework that guides student participation in academic conversations, including the ability to:	
<ul style="list-style-type: none"> • Agree on rules for discussion 	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Turn, Talk, and Share, T27, T98, T100, T111, T191, T267 Reflect and Share, T72–T73, T228–T229, T382–T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Link ideas 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>
<ul style="list-style-type: none"> • Recount key details from texts 	<p>Unit 1: Listening Comprehension, T30–T31, T106–T107, T182–T183, T258–T259, T326–T327 Reflect and Share, T70–T71, T222–T223, T364–T365</p> <p>Unit 2: Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 Reflect and Share, T72–T73, T226–T227, T382–T383</p> <p>Unit 3: Listening Comprehension, T30– T31, T102–T103, T184–T185, T266–T267, T338–T339 Reflect and Share, T66–T67, T230–T231, T382–T383</p> <p>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</p> <p>Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Reflect and Share, T72–T73, T228–T229, T382–T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Ask and answer questions to deepen understanding</p>	<p>Unit 1: Questioning, T111, T117, T129, T131, T142–T143 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</p> <p>Unit 2: Questioning, T35, T43, T49, T57, T68–T69 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 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</p> <p>Unit 4: Questioning, T35, T43, T49, T54, T57, T70–T71 Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 Turn, Talk, and Share, T193, T275, T357 Reflect and Share, T74–T75, T236–T237, T392– T393</p> <p>Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Turn, Talk, and Share, T27, T98, T100, T111, T191, T267 Reflect and Share, T72–T73, T228–T229, T382– T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts</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
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>6b. <i>Presentation of Knowledge and Ideas.</i> Materials include tasks that promote oral responses in a range of collaborative discussions, and support students with:</p>	
<ul style="list-style-type: none"> • Telling a story or recounting an experience with relevant facts and details 	<p>Unit 1: Retelling, T55, T206 Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410</p> <p>Unit 2: Retelling, T218, T312 Celebrate and Reflect: Share, T428</p> <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>
<ul style="list-style-type: none"> • Creating audio recordings or visual displays to add details 	<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>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Speaking in complete, coherent sentences 	<p>Students can practice this skill with the following:</p> <p>Unit 1: Oral Language: Simple Sentences, T80-T81 Reading-Writing Bridge, T84 Compound and Complex Sentences, T232, T300 Reflect and Share: Talk About It, T70-T71, T222-T223, T364-T365</p> <p>Unit 2: Reflect and Share: Talk About It, T72-T73, T226-T227, T382-T383</p> <p>Unit 3: Reflect and Share: Talk About It, T66-T67, T230-T231, T382-T383</p> <p>Unit 4: Reflect and Share: Talk About It, T74-T75, T236-T237, T392-T393</p> <p>Unit 5: Reflect and Share: Talk About It, T72-T73, T228-T229, T382-T383</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of all grade two students, the materials must include supports for students to apply concepts of print, phonics, vocabulary development, syntax, and fluency in comprehending texts. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important.</i></p>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
<ul style="list-style-type: none"> • Academic language 	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary. Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice.</p> <p>Unit 2: High-Frequency Words, T23, T257 Vocabulary Skills/Strategies: Synonyms, T119, T148–T149</p> <p>Unit 3: Academic Vocabulary, T58, T302 Selection Vocabulary, T34, T216–T217</p> <p>Unit 4: Spelling, T26–T27, T82–T83</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>The Teacher’s Edition includes many opportunities of linguistic frames and sentence frames to spark discussion and comprehension. These activities can help students at all levels achieve understanding and success.</p> <p>Examples of Sentence Frames:</p> <p>Unit 1: T138, T184, T271, T356</p> <p>Unit 3: T66, T104</p> <p>Unit 5: T144, T266</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language & Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p>Unit 3: Subject-Verb Agreement, T285, T312–T313</p> <p>Unit 4: Language & Conventions: Adjectives, T44, T57, T84–T85</p> <p>Unit 5: Contractions, T162–T163</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as You Are Here, Nature’s Wonders, Our Traditions, Making a Difference, Our Incredible Earth. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see: Unit 2: Leveled Readers Library, T10–T11</p>
<ul style="list-style-type: none"> • Illustrations 	<p>Examples of Illustrations: Unit 1: Illustrations (First Read), T41, T47, T49, T51, T53, T117, T119, T120; Unit 3: Author’s Craft: Illustrations, T286 Understand Text Features, T366 Unit 4: Possible Teaching Point: Text Features, T49 Using Visuals to Add Meaning, T123 Unit 5: Illustrations (First Read), T198, T209, T281</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>Examples of Graphs and Charts: Unit 1: Bar Graph: T316–T317 Charts: T63, T67, T143, T283; Unit 3: Charts: T144, T223, T299, T369</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>Examples of Maps and Photographs:</p> <p>Unit 1: Maps: Include Media, T408–T409</p> <p>Unit 2: Explore the Infographic: T98–T99, T334–T345 Maps: T358, T359, T364 Photographs: Explore the Infographic (Photographs), T335–T336 First Read (Photographs), T356, T357, T360</p> <p>Unit 3: Maps: T93</p> <p>Unit 5: Infographic (Photographs), T98–T99 First Read (Photographs), T118, T137, T362, T364, T366</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections. Close Reading questions in the Student Edition and Teacher’s Edition offer clues to meaning and vocabulary assistance.</p> <p>For examples see:</p> <p>Unit 2: First Read: T118, T1125, T126, T127, T128</p> <p>Unit 3: Close Read: T112, T118, T120</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The all-in-one Teacher’s Edition has everything need for planning and instruction. Grade 2 includes 5 Teacher Edition volumes that include explicit instructional directions that are clearly goals and objectives. Clear Learning Goals and Objectives are included throughout the volumes. Instructional directions include Close Read activities; First Read activities; Comprehension, Writing, Word Study activities; and before and after reading response activities.</p> <p>For examples see: Unit 2 Learning Goal: T110 Objectives: T116, T120, T122, T124, T126, T130</p>
<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students’ skills strengthen 	<p>Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Text-dependent tasks, strategies, and questions during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deeper comprehension of the knowledge and central ideas of the text. The Skills Overview for each unit includes a list of skills for the Reading Workshop, Writing Workshop, and the Reading-Writing Workshop Bridge.</p> <p>Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Unit 1: Skills Overview, T6–T7 Unit 2: Fluency: Accuracy (Cold Reads), T52, T62, T122 Unit 3: Skills Overview: U3: T6–T7 Unit 4: Fluency: Accuracy (Cold Reads), T132, T332</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myView Literacy</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myView Literacy</i> ©2020 creates opportunities for student success with the Reading Workshop. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners. For examples see:</p> <p>Unit 3: Introduce the Text: T38–T39 First Read Teacher’s Edition Side Notes: T40, T42, T44, T45, T46, T47, T50 Close Read Teacher’s Edition Side Notes, T41, T42, T43, T46, T51 Respond and Analyze, T52–T53 Reading Workshop: Close Read, T58–T59, T62–T63 Reflect and Share, T66–T67</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Clear guidance for documenting student progress toward meeting grade-level standards</p>	<p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Assess Understanding; Observational Assessments; Conferencing Checklists; and Rubrics.</p> <p>Progress Check-Ups allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, Spelling, and Writing activities.</p> <p>For examples see:</p> <p>Unit 1: Assess Understanding, T229 Rubrics, T387 Spelling, T78–T79;</p> <p>Unit 2: Spelling, T80–T81</p> <p>Unit 3: Quick Checks, T33, T53, T59, T67 Assess Understanding, T153 Comprehension, T374–T375, T378–T379;</p> <p>Unit 5: Rubrics, T405</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>In addition, the <i>Data-Driven Assessment Guide</i> provides easy to use guidance, strategies, and tools for all types of literacy assessment.</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
 ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>7d. The materials provide support for students with varying learning styles and modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myView Literacy</i> ©2020 is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>myView is on the award-winning Pearson Realize™</p> <p>For examples see: Realize™ where you can share content and rosters seamlessly with Google Classroom™.</p> <p>Unit 2: Leveled Readers Library, T10–T11</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>7e. The materials include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades (such as role play, songs, games, etc.).</p>	<p>All activities and materials in Pearson's <i>myView Literacy</i> ©2020 include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades. Detailed instruction in the Teacher's Edition and additional support at PearsonRealize.com provides instructors with activities to encourage all students to succeed.</p> <p>For examples see: <i>Practice Games</i> in myView Games at PearsonRealize.com</p> <p>For examples of drama in the Teacher's Edition: Unit 5: Listening Comprehension: Drama: Preparing for the Storm, T188–T189 <i>Where Do They Go in Rain or Snow?</i> T196–T215</p>
<p>7f. The materials include assessments along with:</p> <ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myView Literacy</i> ©2020 includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • Baseline Tests determine each students' starting profile to guide and form instruction. • Unit Tests monitor Student progress on skill sand standards taught in a unit. • Middle-of-Year Test monitor student progress on skills and standards taught in Units 1-3. • End-of-Year Test monitor student progress on skills and standards taught through the course of the year.

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>(Continued)</p>	<p>(Continued) PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>Grade 2 Units 1-5: Assessment Overview, xviii–xix</p>
<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> where the students apply their understanding of the Unit Them and Essential Question to a collaborative weekly project. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic product supporting social-emotional development in learners.</p> <p>For examples see:</p> <p>Unit 2: Project-Based Inquiry: Create a Fact Sheet about patterns in tree bark, T418–T429</p> <p>Unit 5: Project-Based Inquiry: Create a TV Infomercial About the Most Exciting Way Earth Changes, T418–T429</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myView Literacy</i> ©2020 offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club.</p> <p>The Leveled Readers for each unit include a range of reading levels and interests. There is a rich variety of genres, including informational text, realistic fiction, animal fantasy, and more. Matching Texts to Learning pages each week include suggested texts and instruction aligned to the week's instruction and genre.</p> <p>For examples see:</p> <p>Unit 1: Reading Workshop: Whole Group, T38–T57, T62–T63, T66–T67, T70–T71 Small Group, T58–T61, T64–T65, T68–T69, T72–T73 Leveled Readers, T34–T35, T186–T187</p> <p>Unit 4: Book Club, T239, T279, T440–T457</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Reading selections and questions that progress in a logical sequence for gradual release</p>	<p>Every lesson, every day, regardless of content, includes assessment of students' progress and needs.</p> <p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and opportunities to monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>For examples see:</p> <p>Unit 1: Assess Understanding, T229</p> <p>Unit 2: Assess Prior Knowledge, T234</p> <p>Unit 3: Assess Understanding: T153 Quick Check, T33, T53, T59, T67</p> <p>Unit 4: Assess Prior Knowledge, T420</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

<p style="text-align: center;">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2</p>	<p style="text-align: center;">myView Literacy Grade 2, ©2020</p>
<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p><i>myView Literacy</i> provides multiple pathways for students who are meeting grade-level expectations to personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> • The Teacher’s Edition includes <i>Advanced and Advanced High</i> activities where teachers can challenge students reading and writing above grade level. • <i>Independent Reading</i> and <i>Independent Writing</i> options provide advanced students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they’ve learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see:</p> <p>Unit 1: Advanced, T60 Advanced High, T284</p> <p>Unit 2: Leveled Readers, T34–T35</p> <p>Unit 3: Unit Project, T418–T429 Book Club, T430–T447 Unit Project, T418–T429</p> <p>Unit 4: Advanced High, T312</p> <p>Unit 5: Advanced, T36</p>

**A Correlation of myView Literacy, Grade 2, ©2020 to the
 ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2**

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 2	myView Literacy Grade 2, ©2020
<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher’s Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners’ language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week’s instruction. These products include: Small Group Guide, Leveled Reader Teacher’s Guide, <i>myFocus</i> Intervention Teacher’s Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see:</p> <p>Unit 1: ELL Targeted Support, T36, T148 Small Group Instruction, T284–T285 Intervention Activity, T64</p> <p>Unit 3: ELL Targeted Support, T146 Small Group Instruction, T60–T61; Intervention Activity, T290</p>

Copyright ©2020 Savvas Learning Company LLC.