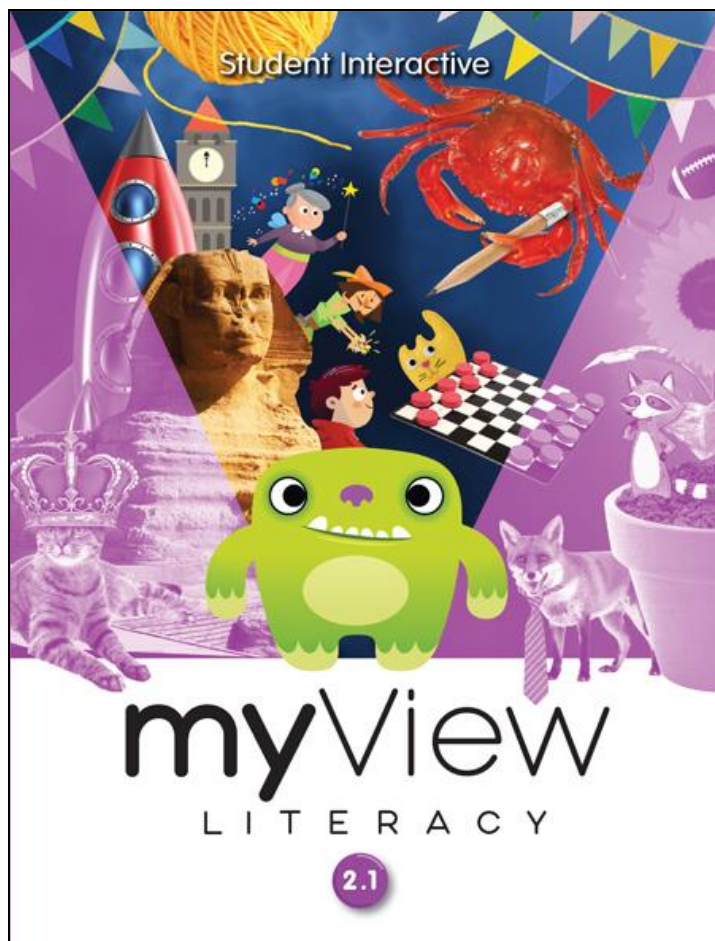


**A Correlation of**



**Grade 2, ©2020**

**To the**

**Tennessee  
English Language Arts Standards 2016  
Grade 2**

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

**Introduction**

This document demonstrates how *myView Literacy*, ©2020 meets the Tennessee English Language Arts Standards. 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.

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

**Table of Contents**

<b>(2.FL) Foundational Literacy .....</b>	<b>4</b>
<b>(2.FL.F) Fluency.....</b>	<b>10</b>
<b>(2.R) Reading .....</b>	<b>19</b>
<b>(2.SL) Speaking and Listening.....</b>	<b>32</b>
<b>(2.W) Writing .....</b>	<b>36</b>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.FL) Foundational Literacy</b>	
(2.FL.PC) Print Concepts	
Demonstrate understanding of the organization and basic features of print.	
(2.FL.PA) Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
(2.FL.PWR) Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
(2.FL.PWR.3) Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
(2.FL.PWR.3.a) Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p><b>Unit 1:</b> Phonological Awareness &amp; Phonics: Long and Short Vowels, T18–T19, T32–T33, T58, T66–T67, T72–T73, T82, T136–T137 Decode Words with Long Vowels: CVCE, T122–T123</p> <p><b>Unit 2:</b> Phonics: Words with Long o:, T284–T285, T298–T299, T322–T323, T330–T331</p> <p><b>Unit 3:</b> Minilesson: Phonics: Decode Words with Long i, T18–T19, T32–T33, T54–T55</p> <p><b>Digital Resources:</b> <i>Decodable Readers</i>&gt; Units 1-5 <i>Resource Download Center</i>&gt;Phonics</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(2.FL.PWR.3.b) Know spelling-sound correspondences for additional common vowel teams.</p>	<p><b>Unit 3:</b> Vowel Teams, T278–T279, T292–T293, T322–T323</p> <p><b>Unit 5:</b> Decode and Write Words Spelled aw, au, augh, al, T152–T153, T166–T167, T192–T193</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Phonics &gt;Spelling</p>
<p>(2.FL.PWR.3.c) Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>Unit 1:</b> Two-Syllable Words, T18–T19, T32–T33, T58–T59, T98–T99</p> <p><b>Unit 2:</b> Two-Syllable Words, T228–T229, T330, T336</p> <p><b>Unit 3:</b> Two-Syllable Words,</p> <p><b>Unit 4:</b> Two-Syllable Words, T18–T19, T62–T63, T86–T87, T130–T131, T368, T372, T392</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Phonics &gt;Spelling</p>
<p>(2.FL.PWR.3.d) Decode words with common prefixes and suffixes.</p>	<p><b>Unit 1:</b> Inflected Endings, T266–T267, T280–T281, T304–T305, T312–T313, T432, T436, T440, T444, T448, T464</p> <p><b>Unit 4:</b> Prefixes, T224–T225, T238–T239, T257, T270–T271, T440, T440, T448, T452 Suffixes, T154–T155, T168–T169, T200–T201, T412, T416, T420, T424, T428</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Phonics &gt;Spelling</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.PWR.3.e) Identify words with inconsistent but common spelling-sound correspondences.	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b> High-Frequency Words, T19, T33, T59, T73, T83, T97, T123, T137, T147, T161, T187, T201, T211, T225, T243, T257, T267, T281, T305, T319, T463</p> <p><b>Unit 2:</b> High-Frequency Words, T19, T33, T61, T75, T85, T99, T121, T135, T145, T159, T191, T205, T215, T229, T261, T275, T285, T299, T323, T337, T481, T483</p> <p><b>Unit 3:</b> High-Frequency Words, T19, T33, T55, T79, T93, T149, T163, T195, T219, T233, T255, T279, T293, T323, T481, T483</p> <p><b>Unit 4:</b> High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493</p> <p><b>Unit 5:</b> High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p> <p><b>Digital Resources:</b> <i>Decodable Readers</i>&gt;Unit 1-5 <i>Foundational Skills Kit</i>&gt;Sound-Spelling Cards <i>Resource Download Center</i>&gt;Phonics &gt;Spelling</p>
(2.FL.PWR.3.f) Recognize and read grade-appropriate irregularly spelled words.	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 2:</b> Irregular Plural Nouns, T383, T387, T391, T395</p> <p><b>Unit 3:</b> Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p><b>Unit 4:</b> High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493</p> <p><b>Unit 5:</b> High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p> <p><b>Digital Resources:</b> <i>Decodable Readers</i>&gt;Unit 1-5 <i>Foundational Skills Kit</i>&gt;Sound-Spelling Cards <i>Resource Download Center</i>&gt;Phonics &gt;Spelling</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.FL.PWR.3.g) Decode grade-level texts with purpose and understanding.	<p><b>Unit 1:</b> Fluency, T22, T86, T88, T115, T150, T214, T270</p> <p><b>Unit 2:</b> Fluency, T22, T88, T148, T218, T291, T315</p> <p><b>Unit 3:</b> Fluency, T22, T69, T82, T117, T139, T152, T269</p> <p><b>Unit 4:</b> Fluency, T22, T77, T90, T123, T145, T228, T285</p> <p><b>Unit 5:</b> Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>
(2.FL.WC) Word Composition	
Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
(2.FL.WC.4) Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
(2.FL.WC.4.a) Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	<p><b>Unit 1:</b> Spelling: Long Vowels, T360, T364, T368, T372, T376 Spelling: Consonant Blends, T384, T388, T392, T396, T400 Spelling: Words with <i>ar, or, ore, oar</i>, T458–T459 Spelling: Words with <i>-s, -es, -ed, -ing</i>, T432, T436, T440, T444, T448 Words with <i>r</i>-Controlled Vowels, T456–T457</p> <p><b>Unit 2:</b> Spelling: Long Vowels, T378, T382, T386, T390, T394, T426, T430, T434, T438, T442, T450, T454, T458, T462, T466 Spelling: Words with Contractions, T354, T358, T362, T366, T370</p> <p><b>Unit 3:</b> Spelling: Long Vowels, T354, T358, T362, T366, T370 Spelling: Vowel Teams, T426, T430, T434, T438, T442, T450, T454, T458, T462, T466</p> <p><b>Unit 4:</b> Spelling: Syllable Pattern VCCV, T460, T464, T468, T472, T478 Spelling: Closed Syllable Pattern, T62–T63, T368, T372, T376, T380</p> <p><b>Unit 5:</b> Spelling: Homographs, T354, T358, T362, T366, T370</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.WC.4.b) Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	<p><b>Unit 2:</b> Compound Words, T474–T475, T476–T477</p> <p><b>Unit 4:</b> Spelling: Suffixes, T412, T416, T420, T242, T428 Spelling: Prefixes, T436, T440, T444, T448, T452 Spelling: Syllable Pattern VCCV, T460, T464, T468, T472, T478 Spelling: Closed Syllable Pattern, T62–T63, T368, T372, T376, T380</p> <p><b>Unit 5:</b> Spelling: Syllable Pattern VCCCV, T426, T430, T434, T438, T442</p>
(2.FL.WC.4.c) Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	<p><b>Unit 1:</b> Inflected Endings, T304–T305, T312–T313, T432, T436, T440, T444, T448, T464</p> <p>Unit 3 : Comparative Endings, T92–T93, T124–T125, T386,</p> <p><b>Unit 4:</b> Suffixes, T412, T416, T420, T424, T428 Comparative and Superlative Adjectives, T401</p> <p>Unit 5: Decode Words with Double Consonants, T84–T85 Spell Words with Double Consonants, T378, T382, T386, T390, T394</p>
(2.FL.WC.4.d) Write most common, frequently used words and most irregular words.	<p><b>Unit 1:</b> High-Frequency Words, T19, T33, T55, T59, T83, T97, T119, T123, T147, T161, T183, T187, T211, T225, T239, T243, T267, T281, T305, T461, T463, T465</p> <p><b>Unit 2:</b> High-Frequency Words, T19, T33, T57, T61, T85, T99, T117, T121, T145, T159, T187, T191, T215, T229, T257, T261, T285, T299, T319, T323, T479, T481, T483</p> <p><b>Unit 3:</b> High-Frequency Words, T19, T33, T55, T79, T93, T121, T149, T163, T191, T195, T219, T233, T251, T255, T279, T293, T319, T323, T479, T481, T483</p> <p><b>Unit 4:</b> High-Frequency Words, T19, T33, T59, T63, T87, T101, T131, T155, T169, T197, T201, T225, T239, T267, T271, T295, T309, T329, T333, T489, T491, T493</p> <p><b>Unit 5:</b> High-Frequency Words, T19, T33, T57, T61, T85, T99, T125, T129, T153, T167, T189, T193, T217, T231, T257, T261, T285, T299, T323, T319, T479, T481, T483</p>



**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(Continued) (2.FL.WC.4.d) Write most common, frequently used words and most irregular words.	(Continued) <b>Digital Resources:</b> <i>Professional Development Center</i> >Vocabulary
(2.FL.WC.4.e) Consult reference materials, including beginning dictionaries, to check and correct spelling.	<b>Unit 1:</b> Use Resources to Spell Words, T437, T441, T445, T449 <b>Unit 2:</b> Parts of a Book: Glossary, T122 Develop Vocabulary, T114–T115, T316–T317 Thesaurus, T92 <b>Unit 3:</b> Develop Vocabulary, T248 <b>Unit 4:</b> Develop Vocabulary, T194–T195 <b>Unit 5:</b> Use Resources to Spell Words, T451, T455, T459, T463, T467  <b>Digital Resources:</b> <i>Professional Development Center</i> >Vocabulary
(2.FL.WC.4.f) Print legibly in manuscript; write many upper and lowercase letters in cursive.	<b>Unit 1:</b> Foundational Skills for Writing: Handwriting, T26–T27, T62–T63, T90–T91, T126–T127, T154–T155, T190–T191, T218–T219, T246–T247, T274–T275, T308–T309 Publish and Celebrate, T442–T443 <b>Unit 2:</b> Foundational Skills for Writing: Handwriting, T26–T27, T64–T65, T92–T93, T124–T125, T152–T153, T194–T195, T222–T223, T264–T265, T292–T293, T326–T327 Publish and Celebrate, T460–T461 <b>Unit 3:</b> Foundational Skills for Writing: Handwriting, T26–T27, T58–T59, T86–T87, T128–T129, T156–T157, T198–T199, T226–T227, T258–T259, T286–T287, T326–T327 Publish and Celebrate, T460–T461 <b>Unit 4:</b> Foundational Skills for Writing: Handwriting, T26–T27, T66–T67, T94–T95, T134–T135, T162–T163, T204–T205, T232–T233, T274–T275, T302–T303, T336–T337 Publish and Celebrate, T470–T471 <b>Unit 5:</b> Foundational Skills for Writing: Handwriting, T26–T27, T64–T65, T92–T93, T132–T133, T160–T161, T196–T197, T224–T225, T264–T265, T292–T293, T326–T327 Publish and Celebrate, T460–T461

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.FL.F) Fluency</b>	
Read with sufficient accuracy and fluency to support comprehension.	
<b>(2.FL.F.5) Read with sufficient accuracy and fluency to support comprehension.</b>	
(2.FL.F.5.a) Read grade-level text with purpose and understanding.	<p><b>Unit 1:</b> Fluency, T22, T86, T88, T115, T150, T214, T270</p> <p><b>Unit 2:</b> Fluency, T22, T88, T148, T218, T291, T315</p> <p><b>Unit 3:</b> Fluency, T22, T69, T82, T117, T139, T152, T269</p> <p><b>Unit 4:</b> Fluency, T22, T77, T90, T123, T145, T228, T285</p> <p><b>Unit 5:</b> Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>
(2.FL.F.5.b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Fluency practice and skill development is integrated throughout the program and includes teacher modeling and teacher-led assessment options. See the following representative examples:</p> <p><b>Unit 1:</b> Fluency, T22, T86, T88, T115, T150, T214, T270</p> <p><b>Unit 2:</b> Fluency, T22, T88, T148, T218, T291, T315</p> <p><b>Unit 3:</b> Fluency, T22, T69, T82, T117, T139, T152, T269</p> <p><b>Unit 4:</b> Fluency, T22, T77, T90, T123, T145, T228, T285</p> <p><b>Unit 5:</b> Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.F.5.c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b> Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p><b>Unit 2:</b> Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p><b>Unit 3:</b> Context Clues, T156– T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p><b>Unit 4:</b> Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p><b>Unit 5:</b> Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<b>(2.FL.SC) Sentence Composition</b>	
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
<b>(2.FL.SC.6) Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>	
(2.FL.SC.6.a) Use collective nouns.	<p><b>Unit 2:</b> Collective Nouns, T455, T459, T463, T467</p> <p><b>Unit 3:</b> Collective Nouns. T355</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i></p>
(2.FL.SC.6.b) Form and use frequently occurring irregular plural nouns.	<p><b>Unit 2:</b> Language Structure: Irregular Plural Nouns, T383, T387, T388, T391, T395, T403</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.SC.6.c) Use reflexive pronouns such as myself and ourselves.	<p><b>Unit 4:</b> Reflexive Pronouns, T324, T465, T469, T473, T477</p> <p><b>Unit 5:</b> Reflexive Pronouns, T448</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(2.FL.SC.6.d) Form and use the past tense of frequently occurring irregular verbs.	<p><b>Unit 3:</b> Lesson 1: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(2.FL.SC.6.e) Use adjectives and adverbs correctly.	<p><b>Unit 3:</b> Adverbs, T315, T455, T459, T463, T467</p> <p><b>Unit 4:</b> Adverbs, T40, T53, T369, T373, T377, T381 Adjectives, T40, T53, T369, T373, T377, T381 Comparative and Superlative Adjectives, T393, T397, T401, T405</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(2.FL.SC.6.f) Produce, expand, and rearrange simple and compound sentences.	<p><b>Unit 1:</b> Simple Sentences, T341, T345, T349, T353 Compound Sentences, T166, T171, T389, T393, T397, T401</p> <p><b>Unit 3:</b> Revise Drafts by Rearranging Words, T424–T425</p> <p><b>Unit 5:</b> Explore Adding or Deleting Words, T428–T429 Apply Adding or Deleting Words, T432–T433 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.SC.6.g) Use common coordinating conjunctions.	<p><b>Unit 4:</b> Explore Compound Subjects and Predicates, T446–T447, T450–T451</p> <p><b>Unit 5:</b> Compound Subjects and Predicates, T431, T435, T436, T439, T443, T451</p>
(2.FL.SC.6.h) Capitalize holidays, product names, and geographic names.	<p><b>Unit 2:</b> Common and Proper Nouns, T407, T411, T415, T419</p> <p><b>Unit 4:</b> Capitalization and Commas, T434</p> <p><b>Unit 5:</b> Edit for Capitalization, T446, T452</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(2.FL.SC.6.i) Use commas in the greeting and closing of a letter.	<p><b>Unit 4:</b> Commas in Dates and Letters, T417, T421, T425, T429</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(2.FL.SC.6.j) Use an apostrophe to form contractions and frequently occurring possessives.	<p><b>Unit 1:</b> Apostrophe, T406–T407, T410–T411</p> <p><b>Unit 2:</b> Contractions, T18–T19, T32–T33, T60, T68–T69, T134–T135, T358, T362, T366, T370 Possessives, T41, T435, T439, T453</p> <p><b>Unit 5:</b> Contractions, T383, T387, T391, T395</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook</i> <i>Resource Download Center</i>&gt;Language and Conventions</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(2.FL.SC.6.k) With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>	<p><b>Unit 1:</b> Sequence, T127</p> <p><b>Unit 2:</b> Drafting, T367, T439, T463 Organize Details, T404–T405, T408–T409 Writing Workshop: Topic and Main Idea, T376–T377 Writing Workshop: Explored Develop Details, T380–T381 Writing Workshop: Applied Developed Details, T384–T385</p> <p><b>Unit 3:</b> Drafting, T367, T391, T414, T431, T463</p> <p><b>Unit 4:</b> Drafting, T449, T473 Writing Workshop: Sequence of Events, T410–T411 Writing Workshop: Explore Conclusion, T414–T415 Writing Workshop: Apply Conclusion, T418–T419</p> <p><b>Unit 5:</b> Drafting, T391, T439, T463</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.FL.VA) Vocabulary Acquisition</b>	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
<b>(2.FL.VA.7a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b>	
<b>(2.FL.VA.7a.i) Use sentence-level context as a clue to the meaning of a word or phrase.</b>	<p>This objective is met throughout the program, for examples see:</p> <p><b>Unit 1:</b> Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p><b>Unit 2:</b> Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p><b>Unit 3:</b> Context Clues, T156– T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p><b>Unit 4:</b> Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p><b>Unit 5:</b> Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<b>(2.FL.VA.7a.ii) Determine the meaning of the new word formed when a known prefix is added to a known word.</b>	<p><b>Unit 1:</b> Word Parts, T218–T219</p> <p><b>Unit 2:</b> Word Parts, T222–T223, T235, T241, T244, T252, T253</p> <p><b>Unit 3:</b> Word Parts, T241, T242, T226–T227</p> <p><b>Unit 4:</b> Prefixes, T224–T225, T238–T239, T257, T270–T271, T440, T448, T452 Word Parts, T232–T233</p> <p><b>Unit 5:</b> Word Parts, T236, T253, T224–T225</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.FL.VA.7a.iii) Use a known root word as a clue to the meaning of an unknown word with the same root.	<p><b>Unit 1:</b> Related Words, T26–T27, T37, T39, T43, T44</p> <p><b>Unit 2:</b> Related Words, T26–T27, T39, T43, T47, T51, T53</p> <p><b>Unit 3:</b> Related Words, T42, T45</p> <p><b>Unit 4</b> Related Words, T26–T27, T49</p> <p><b>Unit 5:</b> Related Words, T26–T27, T37, T46, T50</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
(2.FL.VA.7a.iv) Use knowledge of the meaning of individual words to predict the meaning of compound words.	<p><b>Unit 1:</b> Develop Vocabulary, T52–T53</p> <p><b>Unit 2:</b> Phonics: Compound Words, T474–T475, T480, T482–T483 Spell Compound Words, T476–T477</p> <p><b>Unit 3:</b> Phonics: Compound Words, T482</p> <p><b>Unit 4:</b> Compound Words, T110</p> <p><b>Unit 5:</b> Vocabulary in Context, T120</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
(2.FL.VA.7a.v) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>Unit 1: Develop Vocabulary, T180–T181 Vocabulary, T298–T299</p> <p>Unit 2: Develop Vocabulary, T114–T115, T316–T317 Glossary, T514–T515</p> <p>Unit 4: Develop Vocabulary, T194–T195</p> <p>Unit 5: Spell Words Correctly, T455, T459, T463, T467</p> <p>Digital Resources: <i>Professional Development Center</i>&gt;Vocabulary</p>



**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<u>(2.FL.VA.7b) Demonstrate understanding of word relationships and nuances in word meanings.</u>	
(2.FL.VA.7b.i) Identify real-life connections between words and their use.	<p><b>Unit 1:</b> Vocabulary, T99, T236 Develop Vocabulary, T116 Word Choice, T229, T246–T247</p> <p><b>Unit 2:</b> Word Work, T474–T475, T482–T483 Book Club, T498, T500, T504, T508, T512</p> <p><b>Unit 4:</b> Summarize, T179</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
(2.FL.VA.7b.ii) Distinguish shades of meaning among closely related words.	<p><b>Unit 4:</b> Develop Vocabulary, T56–T57</p> <p>Also see:</p> <p><b>Unit 1:</b> Related Words, T26–T27, T37, T39, T43, T44</p> <p><b>Unit 2:</b> Related Words, T26–T27, T39, T43, T47, T51, T53 Synonyms, T92–T93, T103</p> <p><b>Unit 3:</b> Related Words, T42, T45 Synonyms, T86–T87, T109, T112, T115</p> <p><b>Unit 4:</b> Related Words, T26–T27, T49 Synonyms, T118</p> <p><b>Unit 5:</b> Related Words, T26–T27, T37, T46, T50 Synonyms, T92–T93, T108, T116, T119</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(2.FL.VA.7c) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T52–T53, T116–T117, T180–T181, T236–T237, T298–T299 Academic Vocabulary, T12, T26–T27, T39, T90–T91, T100, T154–T155, T172, T218–T219, T274–T275, T285, T289</p> <p><b>Unit 2:</b> Develop Vocabulary, T54–T55, T114–T115, T184–T185, T254–T255, T316–T316 Academic Vocabulary, T12, T26–T27, T43, T51, T92–T93, T103, T152–T153, T167, T222–T223, T235, T292–T293</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189, T248–T249, T316–T317 Academic Vocabulary, T12, T26–T27, T42, T86–T87, T109, T112, T156–T157, T173, T226–T227, T241, T286–T287</p> <p><b>Unit 4:</b> Develop Vocabulary, T56–T57, T124–T125, T194–T195, T264–T265, T326–T327 Academic Vocabulary, T12, T26–T27, T49, T94–T95, T118, T162–T163, T172, T183, T232–T233, T257, T302–T303</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T54, T106–T107, T186–T187, T254– T255, T316–T317 Academic Vocabulary, T12, T26–T27, T46, T92–T93, T108, T160–T161, T175, T224–T225, T253, T292–T293, T306</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.R) Reading</b>	
(2.R.KID) Key Ideas and Details	
(2.RL.KID) Literature	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
(2.RL.KID.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Students ask and answer questions for every selection in Grade 2. For examples see:</p> <p><b>Unit 1:</b>            Minilesson: Ask and Answer Questions, T101, T113, T115, T132–T133            Introduce the Text, T33–T34, T98–T99, T226–T227, T282–T283            Inquire: Introduce the Project (Generate Questions), T466–T467            First Read: Ask, T38, T40, T51, T101, T106, T167, T168, T171, T174, T178, T231, T285, T290</p> <p><b>Unit 2:</b>            First Read: Ask, T165, T168, T175, T179, T235, T237, T240, T244, T250            Introduce the Text, T34–T35, T100–T101, T300–T301            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 3:</b>            First Read: Ask, T37, T42, T46, T97, T100, T104, T114, T168, T176, T182            Introduce the Text, T34–T35, T94–T95, T164–T165, T178–T179            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 4:</b>            Introduce the Text, T170–T171            Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p><b>Unit 5:</b>            Introduce the Text, T168–T169, T232–T233            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Book</i>&gt;            Units 1–5  <i>Leveled Readers</i>&gt;Units 1–5  <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
(2.RL.KID.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><b>Unit 1:</b> Realistic Fiction, T24–T25, T88–T89, T272–T273 Explore the Structure of Fiction, T381 Plot, T276, T285, T293, T297, T306–T307 Setting, T37, T41, T47, T50</p> <p><b>Unit 2:</b> Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p><b>Unit 3:</b> Traditional Tales: Fables, T22–T23, T24–T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57</p> <p><b>Unit 4:</b> Plot, T370–T371 Theme, T164, T175, T178, T192, T202–T203</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units&gt;1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
(2.RL.KID.3) Describe how characters in a story respond to major events and challenges.	<p><b>Unit 1:</b> Analyze Characters, T92, T105, T107, T110, T124–T125</p> <p><b>Unit 2:</b> Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263</p> <p><b>Unit 4:</b> Main Characters, T390–T391, T394–T395</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units&gt;1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.RI.KID) Informational Text	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
(2.RI.KID.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Students ask and answer questions for every selection in Grade 2. For examples see:</p> <p><b>Unit 1:</b> Introduce the Text, T162–T163, T226–T227, T282–T283 Inquire: Introduce the Project (Generate Questions), T466–T467</p> <p><b>Unit 2:</b> Minilesson: Ask and Answer Questions, T39, T45, T53, T70–T71 Introduce the Text, T160–T161, T230–T231 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 3:</b> Introduce the Text, T234–T235, T294–T295 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 4:</b> Minilesson: Ask and Answer Questions, T39, T45, T50, T53, T72–T73 Introduce the Text, T34–T35, T102–T103, T240–T241, T310–T311 Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p><b>Unit 5:</b> Introduce the Text, T34–T35, T100–T101, T112–T113, T300–T301 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development</i> <i>Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
(2.RI.KID.2) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	<p><b>Unit 1:</b> Identify Main Idea, T156, T164, T173, T174, T188–T189</p> <p><b>Unit 2:</b> Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333</p> <p><b>Unit 5:</b> Identify Main Idea, T294, T302, T310, T315, T324–T325</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
(2.RI.KID.3) Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	<p><b>Unit 2:</b> Identify Text Structure, T40, T42, T43, T46, T49, T62–T63</p> <p><b>Unit 3:</b> Procedural Text, T284–T285</p> <p><b>Unit 5:</b> How-To Books, T352–T353, T356–T357, T360–T361</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5 <i>Leveled Readers: Units</i>&gt;1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.R.CS) Craft and Structure	
(2.RL.CS) Literature	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
(2.RL.CS.4) Describe how words and phrases supply meaning in a story, poem, or song.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T52–T53, T116–T117, T236–T237, T298–T299 Sensory Details, T50</p> <p><b>Unit 2:</b> Develop Vocabulary, T184–T185, T254–T255</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189 Sensory Details, T107, T180, T305</p> <p><b>Unit 4:</b> Develop Vocabulary, T194–T195</p> <p><b>Unit 5:</b> Develop Vocabulary, T186–T187, T254– T255, Sensory Language, T248</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers:</i> Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
(2.RL.CS.5) Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	<p><b>Unit 1:</b> Describe and Understand Plot Elements, T276, T285, T293, T295, T297, T306–T307</p> <p><b>Unit 2:</b> Understanding Setting and Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p><b>Unit 3:</b> Traditional Tale: Legend: T84–T86 Minilesson: Story Structure, T128–T129</p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b> Explain Patterns and Structures, T226, T236, T240, T242, T253, T262–T263</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Assess how point of view or purpose shapes the content and style of a text.	
(2.RL.CS.6) Determine when characters have different points of view.	<p><b>Unit 1:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T42 Fluency, T22 First-Person Point of View, T46</p> <p><b>Unit 2:</b> Dialogue, T234, T251, T264</p> <p><b>Unit 4:</b> First Person Point of View, T174 Point of View, T55, T182, T204–T205, T325</p> <p><b>Unit 5:</b> Identify Elements of Drama, T170, T175, T182, T194–T195 First Person Point of View, T238</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
(2.RI.CS) Informational Text	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
(2.RI.CS.4) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>Students study word use and vocabulary in many informational texts. For examples see:</p> <p><b>Unit 1:</b> Develop Vocabulary, T180–T181</p> <p><b>Unit 2:</b> Develop Vocabulary, T54–T55, T114–T115, T316–T316</p> <p><b>Unit 3:</b> Develop Vocabulary, T248–T249, T316–T317</p> <p><b>Unit 4:</b> Develop Vocabulary, T56–T57, T124–T125, T264–T265, T326–T327</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T54, T106–T107, T316–T317</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>



**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
(2.RI.CS.5) Know and use various text features to locate key facts or information in a text efficiently.	<p><b>Unit 1:</b> Graphic Features, T284, T287, T290, T308–T309</p> <p><b>Unit 2:</b> Text Features, T94, T106, T108, T110, T113 Use Text Features, T122–T123, T294, T308, T310, T324–T325 Informational Text, T290–T291 Determine Key Ideas, T332–T333</p> <p><b>Unit 3:</b> Text Features, T288, T297, T301, T308, T310, T314, T324–T325</p> <p><b>Unit 4:</b> Use Text Features, T9, T105, T112, T117, T119, T120, T132–T133 Conduct Research: Use a Web Site, T498–T499</p> <p><b>Unit 5:</b> Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers:</i> Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Assess how point of view or purpose shapes the content and style of a text.	
(2.RI.CS.6) Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<p><b>Unit 1:</b> Identify Main Idea, T156, T164, T173, T174, T188–T189 Author's Purpose, T42</p> <p><b>Unit 2:</b> Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333 Author's Purpose, T105, T304</p> <p><b>Unit 3:</b> Author's Purpose, T58–T59, T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257</p> <p><b>Unit 4:</b> Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p><b>Unit 5:</b> Identify Main Idea, T294, T302, T310, T315, T324–T325 Author's Purpose, T64–T65</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt; Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.R.IKI) Integration of Knowledge and Ideas	
(2.RL.IKI) Literature	
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
(2.RL.IKI.7) Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p><b>Unit 1:</b> Realistic Fiction, T24–T25, T88–T89, T272–T273 Explore the Structure of Fiction, T381 Plot, T276, T285, T293, T297, T306–T307 Setting, T37, T41, T47, T50 Analyze Characters, T92, T105, T107, T110, T124–T125</p> <p><b>Unit 2:</b> Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263 Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193</p> <p><b>Unit 3:</b> Traditional Tales: Fables, T22–T23, T24–T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57</p> <p><b>Unit 4:</b> Main Characters, T390–T391, T394–T395 Plot, T370–T371</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers:</i> Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
(2.RL.IKI.9) Compare and contrast two or more versions of the same story by different authors or different cultures.	<p><b>Unit 3</b> Folktales, T154–TT155 Introduce the Texts, T164–T165, T178–T179 Compare and Contrast Stories, T171, T176, T183, T187, T196–T197 Respond and Analyze, T188–T189 Reflect and Share, T210–T211</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.RI.IK1) Informational Text	
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
(2.RI.IK1.7) Identify and explain how illustrations and words contribute to and clarify a text.	<p><b>Unit 1:</b> Explore the Diagram &amp; Infographics, T20–T21, T84–T85, T148–T149, T268–T269 Graphic Features, T284, T287, T290, T308–T309</p> <p><b>Unit 2:</b> Explore the Diagram &amp; Infographics, T20–T21, T86–T87, T216–T217, T286–T287</p> <p><b>Unit 3:</b> Explore the Infographics, T20–T21, T80–T81, T150–T151, T220–T221, T280–T281</p> <p><b>Unit 4:</b> Explore the Infographics, T20–T21, T88–T89, T156–T157, T226–T227, T296–T297</p> <p><b>Unit 5:</b> Explore the Infographics, T20–T21, T86–T87, T178–T179, T218–T219, T286–T287 Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
(2.RI.IK1.8) Describe how reasons support specific points an author makes in a text.	<p><b>Unit 1:</b> Persuasive Text, T468–T469</p> <p><b>Unit 3:</b> Procedural Text, T284–T285</p> <p><b>Unit 4:</b> Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5 <i>Leveled Readers:</i> Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
(2.RI.IK1.9) Compare and contrast the most important points presented by two texts on the same topic.	<p><b>Unit 1:</b> Compare Across Texts, T454–T455</p> <p><b>Unit 2:</b> Compare Across Texts, T472–T473</p> <p><b>Unit 3:</b> Compare Across Texts, T472–T473</p> <p><b>Unit 4:</b> Compare Across Texts, T482–T483</p> <p><b>Unit 5:</b> Close Read: Compare and Contrast Texts, T102, T107, T110, T114, T115, T130–T131 Create New Understandings, T138–T139 Compare Across Texts, T472–T473</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5 <i>Leveled Readers</i>&gt;Units 1–5 <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.R.RRTC) Range of Reading and Level of Text Complexity	
(2.RL.RRTC) Literature	
Read and comprehend complex literary and informational texts independently and proficiently.	
(2.RL.RRTC.10) Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1</b> Book Club, T478–T495 Independent Reading Log, T11 Literary Text, T14–T77, T78–T141, T206–T261, T262–T323</p> <p><b>Unit 2</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T140–T209, T210–T279</p> <p><b>Unit 3</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T14–T73, T74–T143, T144–T213</p> <p><b>Unit 4</b> Book Club, T506–T523 Independent Reading Log, T11 Literary Text, T150–T219</p> <p><b>Unit 5</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T148–T211, T212–T279</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5 <i>Decodable Books</i>&gt;Units 1–5 <i>Leveled Readers</i>&gt;Levels 1–5</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(2.RI.RRTC) Informational Text</p> <p>(2.RI.RRTC.10) Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1</b> Book Club, T478–T495 Independent Reading Log, T11 Informational Text, T142–T205</p> <p><b>Unit 2</b> Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T139, T280–T341</p> <p><b>Unit 3</b> Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T214–T273, T274–T341</p> <p><b>Unit 4</b> Book Club, T506–T523 Independent Reading Log, T11 Informational Text, T14–T81, T82–T149, T220–T289, T290–T351</p> <p><b>Unit 5</b> Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T147, T280–T341</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt; Units 1–5 <i>Decodable Books</i>&gt;Units 1–5 <i>Leveled Readers: Levels 1–5</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.SL) Speaking and Listening</b>	
<b>(2.SL.CC) Comprehension and Collaboration</b>	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others'€™ ideas and expressing their own clearly and persuasively.	
(2.SL.CC.1) Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	<p><b>Unit 1:</b> Turn, Talk, and Share, T10, T25, T53, T89 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321</p> <p><b>Unit 2:</b> Turn, Talk, and Share, T10, T25, T91, T472 Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339</p> <p><b>Unit 3:</b> Turn, Talk, and Share, T10, T20, T100 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339</p> <p><b>Unit 4:</b> Turn, Talk, and Share, T10, T25, T156, T231, T482 Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349</p> <p><b>Unit 5:</b> Turn, Talk, and Share, T10, T33, T86, T472 Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	
(2.SL.CC.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>Students practice comprehension of read-alouds and independent reading in all units. For examples see:</p> <p><b>Unit 1:</b> Book Club, T478–T495</p> <p><b>Unit 1:</b> Listening Comprehension, T22–T23, T86–T87, T150–T151, T214–T215, T270–T271</p> <p><b>Unit 2:</b> Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T148–T149, T218–T219, T288–T299</p> <p><b>Unit 3:</b> Book Club, T496–T513 Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283</p> <p><b>Unit 4:</b> Book Club, T506–T523 Listening Comprehension, T22–T23, T90–T91, T158–T159, T228–T229, T298–T299</p>



**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(Continued) (2.SL.CC.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>(Continued) <b>Unit 5:</b> Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T156–T157, T220–T221, T288–T289  <b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<p>(2.SL.CC.3) Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 Publish and Celebrate, T442–T443 <b>Unit 2:</b> Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461 <b>Unit 3:</b> Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T280–T281 Publish and Celebrate, T460–T461 <b>Unit 4:</b> Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T438–T439 Publish and Celebrate, T470–T471 <b>Unit 5:</b> Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461  <b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.SL.PKI) Presentation of Knowledge and Ideas	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	
(2.SL.PKI.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p><b>Unit 1:</b> Retelling, T51, T111, T178 Plot Elements, T272 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 Publish and Celebrate, T442–T443</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461 Retelling, T192</p> <p><b>Unit 3:</b> Targeted Support: Retelling, T24, T116, T154 Turn, Talk, and Share, T150 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T280–T281 Publish and Celebrate, T460–T461</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T438–T439 Publish and Celebrate, T470–T471 Retelling, T44, T71, T123, T139, T280 Write to Sources, T286</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
(2.SL.PK1.5) Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	Unit 1: Celebrate and Reflect, T476–T477 Unit 3: Apply Audio Recording, T412–T413, T416 Unit 4: Celebrate and Reflect, T504–T505 Unit 5: Extend Research: Make a Video or Record Infomercial, T492–T493 Celebrate and Reflect, T494–T495
Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
(2.SL.PK1.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>Unit 1:</b> Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 <b>Unit 2:</b> Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 <b>Unit 3:</b> Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T494–T495 <b>Unit 4:</b> Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Celebrate and Reflect, T504–T505 <b>Unit 5:</b> Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495  <b>Digital Resources:</b> <i>Resource Download Center</i> >Speaking and Listening

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<b>(2.W) Writing</b>	
(2.W.TTP) Text Types and Protocol	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
(2.W.TTP.1) Write opinion pieces on topics or texts.	
(2.W.TTP.1.a) Introduce topic or text.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.1.b) State an opinion.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.W.TTP.1.c) Supply reasons to support the opinion.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.1.d) Use linking words to connect the reasons to the opinion.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.1.e) Provide a concluding statement or section.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (2.W.TTP.2) Write informative/explanatory texts.	<p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.2.a) Introduce a topic.	<p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.W.TTP.2.b) Use facts and definitions to provide information.	<p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.2.c) Provide a concluding statement or section.	<p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
(2.W.TTP.3) Write narratives recounting an event or short sequence of events.	
(2.W.TTP.3.a) Include details to describe actions, thoughts, and feelings.	<p><b>Unit 4:</b> Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
(2.W.TTP.3.b) Use time order words to signal event order.	<p><b>Unit 4:</b> Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
(2.W.TTP.3.c) Provide a sense of closure.	<p><b>Unit 4:</b> Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
<b>(2.W.PDW) Production and Distribution of Writing</b>	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
(2.W.PDW.4) With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><b>Unit 1:</b> Reflect and Share: Write to Sources, T138–T139, T258–T259</p> <p><b>Unit 2:</b> Reflect and Share: Write to Sources, T136–T137, T276–T277 List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 3:</b> Reflect and Share: Write to Sources, T140–T141, T270–T271 Poetry, T352–T353, T356–T357, T360–T361, T364–T365, T368, T376–T377, T380–T381, T384–T385, T388–T389, T392, T400–T401, T404–T405, T408–T409, T412–T413, T416, T424–T425</p>



**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
<p>(Continued) (2.W.PDW.4) With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>(Continued) <b>Unit 4:</b> Reflect and Share: Write to Sources, T146–T147, T286–T287 Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 <b>Unit 5:</b> Reflect and Share: Write to Sources, T144–T145, T276–T277 How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 <b>Units 1-5:</b> Opinion Writing, U1:WW1a–WW47  <b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<p>(2.W.PDW.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>	<p><b>Unit 1:</b> Peer Edit, T430–T431 <b>Unit 2:</b> Edit Drafts, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 Edit for Commas in a Series, T448–T449 Edit for Complete Sentences with Subject-Verb Agreement, T452–T453 <b>Unit 3:</b> Edit Drafts, T428–T429, T432–T433, T436–T437, T440–T441 Edit for Nouns, T448–T449 Edit for Prepositions and Prepositional Phrases, T452–T453 <b>Unit 4:</b> Edit Drafts, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 Edit for Adjectives and Adverbs, T458–T459 Edit for Spelling, T462–T463</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(Continued) (2.W.PDW.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	(Continued) <b>Unit 5:</b> Edit for Adverbs, T424–T425 Explore Adding or Deleting Words, T428–T429 Apply Adding or Deleting Words, T432–T433 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441 Edit for Pronouns, T448–T449 Edit for Capitalization, T452–T453  <b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i>
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
(2.W.PDW.6) With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	<b>Unit 1:</b> Digital Tools Authors Use, T398–T399 Publish and Celebrate, T442–T443 Extend Research: Include Media, T474–T475 <b>Unit 2:</b> List Article: Explore Features and Graphics, T388–T389 Apply Features and Graphics, T392–T393 Celebrate, T460–T461 Extend Research: Create Poster with Images, T492–T493 <b>Unit 3:</b> Explore Audio Recording, T412–T413 Apply Audio Recording, T416–T417 Celebrate, T460–T461 Conduct Research: Search Online, T488–T489 <b>Unit 4:</b> Celebrate, T470–T471 Conduct Research: Use a Web Site, T498–T499 <b>Unit 5:</b> Explore Graphics, T388–T389 Apply Graphics, T392–T393 Celebrate, T460–T461 Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493  <b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i> >Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
(2.W.RBPK) Research to Build and Present Knowledge	
Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	
(2.W.RBPK.7) Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.	<p><b>Unit 1:</b> Project-Based Inquiry, T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, –T476–T477</p> <p><b>Unit 2:</b> Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p><b>Unit 3:</b> Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p><b>Unit 4:</b> Project-Based Inquiry, T493, T494–T495, T496–T497, T498–T499, T500–T501, T502–T503, T504–T505</p> <p><b>Unit 5:</b> Project-Based Inquiry, T483, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Inquiry-Based Project Rubrics and Checklists</p>
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	
(2.W.RBPK.8) Recall information from experiences or gather information from provided sources to answer a question.	<p><b>Unit 1:</b> Conduct Research: Interview an Expert, T470–T471 Extend Research: Include Media, T474–T475</p> <p><b>Unit 2:</b> Conduct Research: Library Database and Books, T488–T489 Extend Research: Create Poster with Images, T492–T493</p> <p><b>Unit 3:</b> Conduct Research: Search Online, T488–T489 Extend Research: Write a Thank You Note, T492–T493</p> <p><b>Unit 4:</b> Conduct Research: Use a Web Site, T498–T499 Extend Research: Write a Letter, T502–T503</p> <p><b>Unit 5:</b> Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Inquiry-Based Project Rubrics and Checklist</p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

Tennessee English Language Arts Standards 2016	myView Literacy Grade 2, ©2020
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>(2.W.RW) Range of Writing</b>	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>Unit 1:</b> Reflect and Share: Write to Sources, T138–T139, T258–T259</p> <p><b>Unit 2:</b> Reflect and Share: Write to Sources, T136–T137, T276–T277 List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 3:</b> Reflect and Share: Write to Sources, T140–T141, T270–T271 Poetry, T352–T353, T356–T357, T360–T361, T364–T365, T368, T376–T377, T380–T381, T384–T385, T388–T389, T392, T400–T401, T404–T405, T408–T409, T412–T413, T416, T424–T425</p> <p><b>Unit 4:</b> Reflect and Share: Write to Sources, T146–T147, T286–T287 Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>Unit 5:</b> Reflect and Share: Write to Sources, T144–T145, T276–T277 How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Units 1-5:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

**A Correlation of myView Literacy, Grade 2, ©2020  
To the Tennessee English Language Arts Standards 2016**

<b>Tennessee English Language Arts Standards 2016</b>	<b>myView Literacy Grade 2, ©2020</b>
<p>(2.W.RW.10) With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p>	<p><b>Unit 1:</b> Reflect and Share: Write to Sources, T138–T139, T258–T259</p> <p><b>Unit 2:</b> Reflect and Share: Write to Sources, T136–T137, T276–T277 List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Unit 3:</b> Reflect and Share: Write to Sources, T140–T141, T270–T271 Poetry, T352–T353, T356–T357, T360–T361, T364–T365, T368, T376–T377, T380–T381, T384–T385, T388–T389, T392, T400–T401, T404–T405, T408–T409, T412–T413, T416, T424–T425</p> <p><b>Unit 4:</b> Reflect and Share: Write to Sources, T146–T147, T286–T287 Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>Unit 5:</b> Reflect and Share: Write to Sources, T144–T145, T276–T277 How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>Units 1-5:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

©2021 Savvas Learning Company LLC