

An Alignment of
myView Literacy
Grade 2, ©2020



To the
West Virginia Evaluation Criteria
Grade 2

Table of Contents

NON-NEGOTIABLE EVALUATION CRITERIA..... 3

GENERAL EVALUATION CRITERIA..... 6

SPECIFIC EVALUATION CRITERIA..... 51

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NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II –English Language Arts - Grade 2

Equity, Accessibility and Format –This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES –by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>How Many Stars in the Sky?</i> T34–T53; <i>Maybe Something Beautiful</i> T98–T117; <i>You Can’t Climb a Cactus</i> T282–T299 Unit 2: <i>The Seasons of Arnold’s Apple Tree</i> T160–T185 Unit 3: <i>The Abenaki</i> T234–T249 Unit 4: <i>Who Says Women Can’t Be Doctors?</i> T34–T57; <i>The Garden of Happiness</i> T170–T195; <i>Kids Can Be Big Helpers</i> T310–T327 Unit 3: Images, T235, T237, T240, T241 Unit 4: Images, T173, T174, T178, T179, T180, T182, T184</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. <i>The program</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>How Many Stars in the Sky?</i> T34–T53; <i>Maybe Something Beautiful</i> T98–T117 Unit 3: <i>The Abenaki</i> T234–T249 Unit 4: <i>Who Says Women Can’t Be Doctors?</i> T34–T57; <i>The Garden of Happiness</i> T170–T195; <i>Kids Can Be Big Helpers</i> T310–T327 Unit 1: Images, T35, T36, T38, T39, T40, T42, T46, T50, T100, T108, T109 Unit 3: Images, T235, T237, T240, T241 Unit 4: Images, T173, T174, T178, T179, T180, T182, T184</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; Digital Resources, xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T454; from <i>Places We Go</i> T162–T181 Unit 2: <i>A Green Kid’s Guide to Watering Plants</i> T34–T55 Unit 3: <i>The Abenaki</i> T234–T249 Unit 4: Essential Question, T2, T7, T10, T482; <i>Who Says Women Can’t Be Doctors?</i> T34–T57; <i>One Plastic Bag</i> T240–T265; <i>Kids Can Be Big Helpers</i> T310–T327 Unit 5: Essential Question, T2, T7, T10, T472</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p>myView Literacy does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T24, T26, T154, T272 Unit 4: Learning Goal, T24, T90, T152, T292</p>
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GENERAL EVALUATION CRITERIA

2021 -2027

Group II –English Language Arts

Grade 2

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N	I	A
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>										
<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>(Continued) Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 2: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495 Unit 3: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495 Unit 4: Project-Based Inquiry, T494–T495, T496–T497, T498–T499, T500–T501, T502–T503, T504–T505 Unit 5: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p>	<p>(Continued) 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>					
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<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion.</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>					
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Essential Question, T2, T7, T10, T454 Unit 2: Text Complexity, R2–R7 Unit 4: Essential Question, T2, T7, T10, T482 Unit 5: Weekly Questions, xvii, T21, T86, T87, T155, T209, T219</p>	<p>(Continued) 2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>				
<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups</p> <p>Student Edition / Teacher Edition Examples: Unit 1: from <i>Places We Go</i> T162–T181; Unit 2: <i>A Green Kid's Guide to Watering Plants</i> T34–T55; <i>Amazing Migrations</i> T300–T317; Unit 3: <i>The Abenaki</i> T234–T249; Unit 4: <i>Who Says Women Can't Be Doctors?</i> T34–T57; <i>Building on Nature</i> T102–T125; <i>One Plastic Bag</i> T240–T265; <i>Kids Can Be Big Helpers</i> T310–T327; Unit 5: from <i>How Water Shapes the Earth</i> <i>How Earthquakes Shape the Earth</i> T100–T123</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>				

<p>For each week, <i>myView Literacy</i> offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: <i>A Green Kid's Guide to Watering Plants</i> T34–T55; <i>Amazing Migrations</i> T300–T317; Unit 3: <i>The Abenaki</i> T234–T249; Unit 4: <i>Who Says Women Can't Be Doctors?</i> T34–T57; <i>Building on Nature</i> T102–T125; <i>One Plastic Bag</i> T240–T265; <i>Kids Can Be Big Helpers</i> T310–T327</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>					
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Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition
Examples:

Unit 2: Close Read, T49, T53, T103, T108, T170, T179; Respond and Analyze: My View, T54–T55, T114–T115, T184–T185, T254–T255, T316–T317;

Unit 4: Reflect and Share, T78–T79, T146–T147, T216–T217, T286–T287, T348–T349;

Unit 5: Close Read, T37, T51, T104, T173

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

The **Student Interactive** provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.

Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information. They also learn how to correctly cite sources and how to avoid plagiarism.

6. make informed choices about sources and information; and

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Conduct Research: Interview an Expert, T470–T471; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T472–T473; Extend Research: Include Media, T474–T475; Writing Workshop: Explore Adding Details, T414; Apply Adding Details, T418</p> <p>Unit 2: Conduct Research: Library Database and Books, T488–T489; Collaborate and Discuss: Sample Fact Sheet & Paraphrasing and Plagiarism, T490–T491</p> <p>Unit 3: Conduct Research: Search Online, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491</p> <p>Unit 4: Conduct Research: Use a Web Site, T498–T499; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T500–T501</p> <p>Unit 5: Conduct Research: Use Media to Research, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491</p>	<p>(Continued)</p> <p>6. make informed choices about sources and information; and</p>					
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<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are housed on the Getting Started page or toward the end of the main level Table of Contents.</p> <p><i>MyView Literacy</i> provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.)</p>					
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<p>(Continued) varied issues and topics across content areas.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Essential Question, T2, T7, T10, T454; Conduct Research: Interview an Expert, T470–T471; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T472–T473 Extend Research: Include Media, T474–T475</p> <p>Unit 2: Conduct Research: Library Database and Books, T488–T489; Collaborate and Discuss: Sample Fact Sheet & Paraphrasing and Plagiarism, T490–T491</p> <p>Unit 3: Publish and Celebrate, T460–T461; Conduct Research: Search Online, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491</p> <p>Unit 4: Essential Question, T2, T7, T10, T482; Conduct Research: Use a Web Site, T498–T499; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T500–T501</p> <p>Unit 5: Essential Question, T2, T7, T10, T472; Conduct Research: Use Media to Research, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued) 7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.)</p>						
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The Project-Based Inquiry at the end of each *myView Literacy* unit is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.

Student Edition / Teacher Edition

Examples:

Unit 2: Project Based Inquiry: I Inquire: Introduce the Project, T484–T485 (Research Patterns in Tree Bark); Explore and Plan: Informational Writing, T486–T487; Conduct Research: Library Database and Books, T488–T489; Collaborate and Discuss: Sample Fact Sheet & Paraphrasing and Plagiarism, T490–T491; Extend Research: Create Poster with Images, T492–T493; Collaborate and Discuss: Revise and Edit, T492–T493; Celebrate and Reflect, T494–T495

- 8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>(Continued) Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T494–T495 (Create Group Time Capsule) Explore and Plan: Informational Writing, T496–T497; Conduct Research: Use a Web Site, T498–T499; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T500–T501; Extend Research: Write a Letter, T502–T503; Collaborate and Discuss: Revise and Edit, Peer Review, T502–T503 Celebrate and Reflect, T504–T505</p>	<p>(Continued)</p> <p>8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>						
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format.</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9 Unit 1: Digital Tools Authors Use, T374–T375; Extend Research: Include Media, T474–T475</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						

<p>(Continued)</p> <p>Unit 2: Conduct Research: Library Database and Books, T488–T489</p> <p>Unit 3: Writing Workshop: Explore Audio Recording, T412; Conduct Research: Search Online, T488–T489</p> <p>Unit 4: Conduct Research: Use a Web Site, T498–T499</p> <p>Unit 5: Leveled Readers, T162–T163, T226–T227, T294–T295; Conduct Research: Use Media to Research, T488–T489; Extend Research: Make a Video or Record Infomercial, T492–T493</p>	<p>(Continued)</p> <p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						
<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion.</p> <p>The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and on presenting information effectively.</p> <p>In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Book Club, T478–T495</p> <p>Unit 3: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p>	<p>10. engage in self-directed inquiry;</p>						

<p>(Continued) Unit 4: Book Club, T496–T513; Unit 5: Project–Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p>	<p>(Continued) 10.engage in self-directed inquiry;</p>					
<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk ,and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of myView Literacy. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T478–T495; Turn and Talk, T25, T153, T273; Collaborate and Discuss, T472–T473 Unit 2: Book Club, T496–T513; Reflect and Share, T76–T77, T136–T137, T206–T207, T276–T277, T338–T339; Collaborate and Discuss, T490–T491 Unit 3: Book Club, T496–T513; Project–Based Inquiry, T484–T495; Turn and Talk, T225</p>	<p>11. work collaboratively; and</p>					

<p>Unit 4: Peer Review, T502 Unit 5: Writing Club, T441; Book Club, T496–T513; Project-Based Inquiry, T484–T495</p>	<p>(Continued) 11. work collaboratively; and</p>							
<p><i>MyView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Opinion Writing, WW1a–WW47 Unit 1: Small Group Activities, Collaborative Activities, T31, T95, T185 Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339; <i>One Plastic Bag</i> T240–T265; <i>Kids Can Be Big Helpers</i> T310–T327 Unit 5: Project-Based Inquiry, T484–T495; Collaborate and Discuss, T490–T491, T494–T495</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>							

Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

In the myView Literacy Teacher's Editions and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occur on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today's digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).

Student Edition / Teacher Edition

Examples:

Unit 1-5: Unit Goals, T5, T12;

Unit 1: Learning Goal, T24, T26, T154, T272; Objectives, T38, T48, T90, T126;

Unit 4: Objectives, T12, T37, T214, T224, T230, T264

- 13.** are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.

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<p>myView Literacy provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards. In grades K-2, a decodable story/text in the Student Interactive helps students develop fluency, and show them the utility of what they are learning.</p> <p>A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the myView Foundational Skills brochure pages 10–22.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Fluency: T22, T88, T148, T218 Unit 3: Leveled Readers, T28–T29; Decodable Text, T62–T63, T132–T133, T202–T203; Long Vowels, T18–T19, T32–T33, T54–T55 Unit 5: Decode and Write Words Spelled aw, au, augh, al, T152–T153, T166–T167, T192–T193</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>					
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<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Conduct Research: Interview an Expert, T470–T471; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T472–T473; Extend Research: Include Media, T474–T475 Unit 2: Explore the Diagram & Infographics, T20–T21, T86–T87, T216–T217, T286–T287 Unit 3: Extend Research: Write a Thank You Note, T492–T493 Unit 4: Extend Research: Write a Letter, T502–T503 Unit 5: Conduct Research: Use Media to Research, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>						
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<p>Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.</p> <p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Shared Read: Read Like a Writer: Writer’s Craft: First-Person Point of View, T46; Shared Read: Academic Vocabulary: Related Words, T39; Language & Conventions: Simple Sentences, T349; Academic Vocabulary, T12–T13; Listening Comprehension, T20–T21; Read Like a Writer/Write for a Reader: Word Choice, T246–T247 Unit 2: Fluency: T22, T88, T148, T218 Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339; Read Like a Writer: Literal and Figurative Language & Write for a Reader, T66</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>					
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<p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Unit 5: Book Club, T496-513; Project-Based Inquiry, T484-T495</p>	<p>(Continued) 16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>							
<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p><i>MyView Literacy</i> allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners make connections to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T34–T35; Turn and Talk, T89 Unit 3: Make Connections, T100, T106, T113, T134–T135;</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>							

<p>(Continued) Matching Texts to Learning: Make Connections, T89, T229 Unit 5: Matching Texts to Learning: Make Connections, T226; Describe Connections, T37, T40, T46, T62–T63</p>	<p>(Continued) 17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>				
<p><i>myView Literacy</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher’s Edition pages. <i>myView Literacy’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Interact with Sources: Explore the Diagram, T148–T149; Extend Research: Include Media, T474–T475; Unit 2: Explore the Diagram, T20–T21; Unit 3: Explore the Infographics, T20–T21, T80–T81, T150–T151, T220–T221, T280–T281; Unit 4: Conduct Research: Use a Web Site, T498–T499; Unit 5: Explore the Infographics, T20–T21, T86–T87, T178–T179, T218–T219, T286–T287; Conduct Research: Use Media to Research, T488–T489; Extend Research: Make a Video or Record Infomercial, T492–T493</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>				

<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. MyView Literacy instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Plot, T276, T285, T293, T297, T306–T307; Sequence, T126–T127, T176; Unit 2: Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193; Unit 3: Sequence, T181; Interact with Sources, T220–T221; Procedural Text, T284–T285; <i>My Food, Your Food</i>, T294–T295 (Procedural Text) Unit 4: Sequence, T410–T411; Cross-Curricular Perspectives: Social Studies, T106, T108, T111, T178</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>					
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 2: Inquire: Introduce the Project, T484–T485 (Research Patterns in Tree Bark) Explore and Plan: Informational Writing, T486–T487 Conduct Research: Library Database and Books, T488–T489 Collaborate and Discuss: Sample Fact Sheet & Paraphrasing and Plagiarism, T490–T491 Extend Research: Create Poster with Images, T492–T493 Collaborate and Discuss: Revise and Edit, T492–T493 Celebrate and Reflect, T494–T495</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>					
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<p>(Continued) Unit 4: Inquire: Introduce the Project, T494–T495 (Create Group Time Capsule) Explore and Plan: Informational Writing, T496–T497 Conduct Research: Use a Web Site, T498–T499 Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T500–T501 Extend Research: Write a Letter, T502–T503 Collaborate and Discuss: Revise and Edit, Peer Review, T502–T503 Celebrate and Reflect, T504–T505</p>	<p>(Continued) 20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>				
<p>myView Literacy includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Maybe Something Beautiful</i> T98–T117 (Realistic Fiction); Unit 2: <i>A Home on the Prairie</i> T100–T115 (Informational Text); <i>What's in the Egg, Little Pip?</i> T230–T255 (Realistic Fiction);</p>	<p>21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> a. Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. b. Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 				

<p>(Continued) Unit 3: <i>The Legend of the Lady Slipper</i> T94–T119; <i>Interstellar Cinderella</i> <i>Cendrillon: An Island Cinderella</i> T164–T189 (Folktales); Unit 4: <i>Who Says Women Can't Be Doctors?</i> T34–T57 (Biography); <i>Kids Can Be Big Helpers</i> T310–T327 (Persuasive Text); Unit 5: <i>Where Do They Go in Rain or Snow?</i> T168–T187 (Drama)</p>	<p>(Continued) 21.provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p>				
<p>Students develop academic word knowledge with generative vocabulary that is content or topic-area based in myView Literacy. 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. 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><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: 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>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>				

<p>(Continued)</p> <p>Unit 4: 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>Unit 5: 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>(Continued)</p> <p>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>					
<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students’ needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferencing (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks.</p> <p>The elements of the writing process are addressed in depth through the Writing Block component of the program. The block’s central focus is to develop independent writers. To that end, students will progress through the following tasks:</p>	<p>23.provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					

<p>(Continued)</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the conferring prompts help with the explicit instruction to support guided Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those important conferring opportunities. The following examples show the range of genres taught during the <i>myView Literacy</i> Writing blocks: <i>Personal Narrative, Poetry, Procedural texts/how-to books, Opinion Essay, Informational Article Writing.</i></p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>						
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 2: 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 Unit 4: 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, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 Unit 4: Reflect and Share: Write to Sources, T146–T147, T286–T287 Unit 5: Reflect and Share: Write to Sources, T144–T145, T276–T277; Opinion Writing, WW1a–WW47</p>	<p>(Continued) 23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>				
<p>myView Literacy integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>				

<p>(Continued) (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-based allowing teachers to flexibly select lessons based on student needs. The Teacher’s Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). When instruction includes the <i>myFocus Reader</i> or the decodable reader, students are applying and practicing the skills taught during whole group instruction. <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention TG</i>, <i>myFocus Reader</i>, and online teaching support are in English and Spanish.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: Quick Check, T25, T61; Assess Prior Knowledge, T68; Intervention Activity, T54, T76; Unit 2: Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333; Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193; Unit 3: Decodable Text, T62–T63, T68–T69, T132–T133, T138–T139, T202–T203, T330–T331, T336–T337 Unit 4: Decodable Text, T70–T71, T76–T77, T340–T341, T346–T347; Point of View, T55, T204–T205, T325; Unit 5: Intervention, T318, T334</p>	<p>(Continued)</p> <p>24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>					
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<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>					
<p>The Small Group professional development guide (print/online) builds pedagogical knowledge along with practical classroom activities and visuals. Savvas Learning Company’s Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials. Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be arranged through your local</p>	<p>26. Include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>					

<p>(Continued) representative or regional office. Online professional development is also available through www.mysavvastraining.com. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, myView Literacy offers program, topic, and lesson professional development videos online on SavvasRealize.com.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Expert's View, T34, T196, T470; Small Group Guide, T57, T135, T255 Unit 2: Expert's View, T16, T192, T322; Unit 4: Expert's View, T202, T268; Unit 5: Expert's View, T154, T232, T472</p>	<p>(Continued) 26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>				
<p>myView Literacy 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. 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, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that includes background</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				

<p>(Continued) videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Ask and Answer Questions, T101, T113, T115, T132–T133; Reflect and Share, T138–T139; Check for Understanding, T181, T237 (Cite Evidence); Use Text Evidence, T68–T69 Unit 2: Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193; Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263; Reflect and Share, T276–T277; Check for Understanding, T317 (Cite Evidence); Check for Understanding, T185 Unit 3: Text Features, T288, T297, T301, T308, T310, T314, T324–T325; Reflect and Share, T210–T211 Unit 5: Identify Main Idea, T294, T302, T310, T315, T324–T325; Reflect and Share, T338–T339</p>	<p>(Continued) 27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>								
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<p>Within the <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. 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, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 2: Close Read, T49, T53, T103, T108, T170, T179; Respond and Analyze: My View, T54–T55, T114–T115, T184–T185, T254–T255, T316–T317; Unit 4: Reflect and Share, T78–T79, T146–T147, T216–T217, T286–T287, T348–T349; Unit 5: Close Read, T37, T51, T104, T173; Respond and Analyze: My View, T54–T55, T122–T123, T186–T187, T254–T255, T316–T317</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>					
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in myView Literacy are organized around central themes such as You Are Here, Nature’s Wonders, Our Traditions, Making a Difference, and Our Incredible Earth. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts to ensure successful reading experience, build reading stamina, and foster a love of reading. Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher’s role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher’s Edition, print and online.

Student Edition / Teacher Edition

Examples:

- Unit 1:** *Maybe Something Beautiful* T98–T117 (Realistic Fiction);
- Unit 2:** *A Home on the Prairie* T100–T115 (Informational Text); *What’s in the Egg, Little Pip?* T230–T255 (Realistic Fiction);
- Unit 3:** *The Legend of the Lady Slipper* T94–T119; *Interstellar Cinderella | Cendrillon: An Island Cinderella* T164–T189 (Folktales);
- Unit 4:** *Who Says Women Can’t Be Doctors?* T34–T57 (Biography); *Kids Can Be Big Helpers* T310–T327 (Persuasive Text); Independent Reading, T11; Text Complexity Charts, R2–R6
- Unit 5:** *Where Do They Go in Rain or Snow?* T168–T187 (Drama)

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Big Books, trade books, and Decodable Readers that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>MyView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Interact with Sources: Explore the Diagram, T148–T149; Extend Research, T474–T475 Unit 2: Explore the Diagram, T20–T21 Unit 3: Introduce the Unit, T10; Explore the Infographics, T20–T21, T80–T81, T150–T151, T220–T221, T280–T281</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>(Continued) Unit 4: Realistic Fiction, T160–T161; Conduct Research: Use a Web Site, T498–T499; Decodable Reader, T59, T127, T197; Conduct Research, T498–T499 Unit 5: Explore the Infographics, T20–T21, T86–T87, T178–T179, T218–T219, T286–T287; Conduct Research: Use Media to Research, T488–T489; Extend Research: Make a Video or Record Infomercial, T492–T493; Decodable Reader, T57, T125, T257</p>	<p>(Continued) 30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>				
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. <i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today’s diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy level and challenges them to greater</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>				

<p>(Continued) achievement. The solution was designed to bring teacher expertise together with student potential to develop important lifelong skills that increase critical thinking, knowledge building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: <i>A Green Kid's Guide to Watering Plants</i> T34–T55; <i>Amazing Migrations</i> T300–T317 Unit 3: <i>The Abenaki</i> T234–T249 Week 6 Project-Based Inquiry, T484–T494 Unit 4: <i>Who Says Women Can't Be Doctors?</i> T34–T57; <i>Building on Nature</i> T102–T125; <i>One Plastic Bag</i> T240–T265; <i>Kids Can Be Big Helpers</i> T310–T327</p>	<p>(Continued) 31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>					
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During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in myView Literacy also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.

Student Edition / Teacher Edition

Examples:

Unit 1: Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321; Collaborate and Discuss: Analyze Student Model & Primary and Secondary Sources, T472–T473; Extend Research: Include Media, T474–T475;

Unit 3: Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T248–T249, T316–T317; Writing Workshop: Explore Audio Recording, T412–413; Apply Audio Recording, T416–T417;

Unit 4: Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491; Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349; Celebration, T470–T471

32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).

<p>(Continued) Unit 5: Reflect and Share: Write to Sources, T144–T145, T276–T277; Publish and Celebrate, T460–T461; Inquire: Introduce the Project, T484–T485 (Create a TV Infomercial About the Most Exciting Way Earth Changes); Explore and Plan: Argumentative Writing, T486–T487; Conduct Research: Use Media to Research, T488–T489; Collaborate and Discuss: Analyze Student Model & Cite Sources, T490–T491; Extend Research: Make a Video or Record Infomercial, T492–T493; Collaborate and Discuss: Revise and Edit, T492–T493; Celebrate and Reflect, T494–T495</p>	<p>(Continued) 32.provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>							
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Assessment

<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts.</p>	<p>32.Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>(Continued) They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals. myView Literacy also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Turn, Talk, and Share, T10, T12, T25, T53 Unit 2: Reflect and Share, T76–T77, T136–T137, T206–T207, T276–T277, T338–T339; 4-point Research Project Rubric, T471 Unit 4: Minilessons, T32, T64, T78; Writing Assessment Options, T355 Unit 5: Reflect and Share, T76–T77, T144–T145, T208–T209, T276–T277, T338–T339</p>	<p>(Continued) 32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>					
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<p>myView Literacy provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency and Comprehension Assessments, and Weekly Standards Practice to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T17, T81, T145; Unit 3: Conferring, T31, T67, T91, T137; Unit 4: Fluency, T22, T77, T90, T123, T145, T228, T285; Unit 5: Fluency, T22, T75, T88, T143, T185, T220, T275</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>				
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<p>The myView data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from myView Literacy program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Writing Rubric, T447; Research Project Rubric, T453; Unit 2: Writing Rubric, T465; Research Project Rubric, T471; Unit 3: Writing Rubric, T465; Research Project Rubric, T471; Unit 4: Analyze Student Model, T500–T501 Unit 5: Analyze Student Model, T490–T491; Writing Rubric, T465; Research Project Rubric, T471</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16

Unit 1: Theme: You Are Here: Introduction, xvi–T13; Suggested Weekly Plan, T14, T142, T262; Small-Group (Differentiated Instruction), T28–T31, T54–T57, T248–T249

Unit 2: Theme: Nature's Wonders Introduction, xvi–T13; Teacher-Led Options, T156–T157

Unit 3: Theme: Our Traditions: Introduction, xvi–T13

Unit 4: Project-Based Inquiry, T494–T505

Unit 5: Project-Based Inquiry, T484–T495; Small-Group (Differentiated Instruction), T56–T59, Y72–T73; Teacher-Led Options, T266–T267

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>						
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Introduce the Unit, T10; Spotlight on Genre, T24, T288, T272; Introduce the Text, T34, T98, T162, T226; Unit 2: Spotlight on Genre, T24, T290; Unit 3: Introduce the Unit, T10; Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283; Unit 4: Introduce the Text, T34, T170</p>	<p>(Continued) 36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>				
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments. Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features:</p> <ul style="list-style-type: none"> -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will help them retain information.</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				

<p>(Continued)</p> <p>All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p> <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9; Savvas Realize: myView Digital, xvi; Watch the Unit Video, T10</p>	<p>(Continued)</p> <p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027 Group II –English Language Arts CCR Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 2, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for second grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in second grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from first grade, the following chart represents the college- and career-readiness indicators that will be developed in second grade:

College- and Career-Readiness Indicators for Grade 2	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use phonics and word analysis skills to decode unfamiliar words. • Create readable documents with legible print or cursive. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range. • Ask and answer questions about key details in literary and informational texts independently and in read alouds. • Use text features to locate information and compare and contrast different types of informational texts. • Describe the overall structure of a literary text and acknowledge differences in character viewpoints. 	<ul style="list-style-type: none"> • Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words, and providing a sense of closure. • Write narratives with appropriate sequences, including details, transitional words, and a sense of closure. • Participate in shared research and writing.

Speaking/Listening	Language
<ul style="list-style-type: none"> • Participate in collaborative conversations about second grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Produce, expand, and rearrange a variety of sentence types and structures. • Capitalize holidays, product names, and geographic names, and use commas and apostrophes when writing. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of figurative language with guidance and support. • Learn and use words and phrases acquired through independent reading, read alouds, and conversations.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses									
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N		
Literacy Foundations										
<p>Student Edition / Teacher Edition Examples: <u>Fluency</u> Unit 1: Fluency, T22, T86, T88, T115, T150, T214, T270 Unit 2: Fluency, T22, T88, T148, T218, T291, T315 Unit 3: Fluency, T22, T69, T82, T117, T139, T152, T269 Unit 4: Fluency, T22, T77, T90, T123, T145, T228, T285 Unit 5: Fluency, T22, T75, T88, T143, T185, T220, T275</p> <p><u>Context Clues</u> Unit 1: Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288 Unit 2: Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p>	<p>A. Fluency</p> <p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 									

<p>(Continued)</p> <p>Unit 3: Context Clues, T156–T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p>Unit 4: Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p>Unit 5: Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>(Continued)</p> <p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Long and Short Vowels</u></p> <p>Unit 1: Phonological Awareness & 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>Unit 2: Phonics: Words with Long o:, T284–T285, T298–T299, T322–T323, T330–T331</p> <p>Unit 3: Minilesson: Phonics: Decode Words with Long i, T18–T19, T32–T33, T54–T55</p> <p><u>Common Vowel Teams</u></p> <p>Unit 3: Vowel Teams, T278–T279, T292–T293, T322–T323</p> <p>Unit 5: Decode and Write Words Spelled aw, au, augh, al, T152–T153, T166–T167, T192–T193</p> <p><u>Two-Syllable Words with Long Vowels</u></p> <p>Unit 1: Two-Syllable Words, T18–T19, T32–T33, T58–T59, T98–T99</p> <p>Unit 4: Two-Syllable Words, T18–T19, T62–T63, T86–T87, T130–T131, T368, T372, T392</p>	<p>B. Phonics and Word Recognition</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. 						
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<p>(Continued)</p> <p><u>Prefixes and Suffixes</u></p> <p>Unit 1: Inflected Endings, T266–T267, T280–T281, T304–T305, T312–T313, T432, T436, T440, T444, T448, T464</p> <p>Unit 4: Prefixes, T224–T225, T238–T239, T257, T270–T271, T440, T440, T448, T452 Suffixes, T154–T155, T168–T169, T200–T201, T412, T416, T420, T428</p> <p><u>Common Spelling-Sound Correspondences</u></p> <p>This objective is met throughout the program, for examples see:</p> <p>Unit 1: 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>Unit 2: 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>Unit 3: High-Frequency Words, T19, T33, T55, T79, T93, T149, T163, T195, T219, T233, T255, T279, T293, T323, T481, T483</p> <p>Unit 4: High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493</p> <p>Unit 5: High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p>	<p>(Continued)</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. 				
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<p>(Continued) <u>Read Irregularly Spelled Words</u> This objective is met throughout the program, for examples see: Unit 2: Irregular Plural Nouns, T383, T387, T391, T395 Unit 3: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419 Unit 4: High-Frequency Words, T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493 Unit 5: High-Frequency Words, T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483</p>	<p>(Continued) 2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. 							
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<p>Student Edition / Teacher Edition Examples: Unit 1: Position, Body/Paper/Pencil, T26–T27, T62–T63 Handwriting, T90–T91 Cursive Letters, T154–T155, T218–T219, T246–T247, T274–T275, T308–T309 Letter Formation, T90–T91, T126–T127, T218–T219, T246–T247, T274–T275, T308–T309 Letter Size, T90–T91, T126–T127, T218–T219, T246–T247 Unit 2: Cursive Letters, T26–T27, T92–T93, T124–T125, T152–T153, T194–T195, T222–T223, T264–T265, T292–T293, T326–T327 Letter Formation, T26–T27, T92–T93, T124–T125 Unit 3: Cursive Letters, T26–T27, T58–T59, T86–T87, T128–T129, T156–T157, T198–T199, T226–T227, T258–T259, T286–T287, T326–T327 Unit 4: Position, Body/Paper/Pencil, T66–T67 Handwriting, T204–T205 Letter Formation, T26–T27, T204–T205, T232–T233, T274–T275 Cursive Letters, T26–T27, T66–T67, T94–T95, T134–T135, T162–T163, T204–T205, T232–T233, T274–T275, T302–T303, T336–T337 Letter Size, T232–T233, T274–T275 Unit 5: Cursive Letters, T26–T27, T64–T65, T92–T93, T132–T133, T160–T161, T196–T197, T224–T225, T264–T265, T292–T293, T326–T327 Letter Formation, T26–T27, T160–T161, T196–T197</p>	<p>C. Handwriting</p> <p>3. Create readable documents with legible print or cursive as developmentally appropriate.</p>
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Reading					
<p>Students ask and answer questions for every selection in Grade 2.</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: 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>Unit 2: 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>Unit 3: 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>Unit 4: Introduce the Text, T170–T171 Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p>Unit 5: Introduce the Text, T168–T169, T232–T233 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>D. Key Ideas and Details</p> <p>4. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.</p>				

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: 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 Unit 2: Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193 Unit 3: Traditional Tales: Fables, T22–T23, T24– T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57 Unit 4: Plot, T370–T371 Theme, T164, T175, T178, T192, T202– T203</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>5. Recount stories, including fables and folktales from diverse cultures and determine their central idea, lesson, or moral in literary text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Analyze Characters, T92, T105, T107, T110, T124–T125 Unit 2: Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263 Unit 4: Main Characters, T390–T391, T394–T395</p>	<p>6. Describe how characters in a story respond to major events and challenges in literary text.</p>					

<p>Students ask and answer questions for every selection in Grade 2.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Introduce the Text, T162–T163, T226–T227, T282–T283 Inquire: Introduce the Project (Generate Questions), T466–T467</p> <p>Unit 2: 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>Unit 3: Introduce the Text, T234–T235, T294–T295 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p>Unit 4: 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>Unit 5: Introduce the Text, T34–T35, T100–T101, T112–T113, T300–T301 Inquire: Introduce the Project (Generate Questions), T484–T485</p>	<p>7. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Identify Main Idea, T156, T164, T173, T174, T188–T189 Unit 2: Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333 Unit 5: Identify Main Idea, T294, T302, T310, T315, T324–T325</p>	<p>8. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 3: Procedural Text, T284–T285 Unit 5: How-To Books, T352–T353, T356–T357, T360–T361</p>	<p>9. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.</p>					
<p>E. Craft and Structure</p>						
<p>This standard is met throughout the program. <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Develop Vocabulary, T52–T53, T116–T117, T236–T237, T298–T299 Sensory Details, T50 Unit 2: Develop Vocabulary, T184–T185, T254–T255 Unit 3: Develop Vocabulary, T48–T49, T118–T119, T188–T189 Sensory Details, T107, T180, T305 Unit 4: Develop Vocabulary, T194–T195 Unit 5: Develop Vocabulary, T186–T187, T254–T255, Sensory Language, T248</p>	<p>10. Describe how words and phrases in literary text supply rhythm and meaning in a story, poem, or song.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Describe and Understand Plot Elements, T276, T285, T293, T295, T297, T306–T307 Unit 2: Understanding Setting and Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193 Unit 3: Traditional Tale: Legend: T84–T86 Minilesson: Story Structure, T128–T129 Unit 5: Explain Patterns and Structures, T226, T236, T240, T242, T253, T262–T263</p>	<p>11. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Possible Teaching Point: Read Like a Writer: Author's Craft, T42 Fluency, T22 First-Person Point of View, T46 Unit 2: Dialogue, T234, T251, T264 Unit 4: First Person Point of View, T174 Point of View, T55, T182, T204–T205, T325 Unit 5: Identify Elements of Drama, T175, T182, T194–T195 First Person Point of View, T238</p>	<p>12. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.</p>					

<p>Students study word use and vocabulary in many informational texts.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Develop Vocabulary, T180–T181 Unit 2: Develop Vocabulary, T54–T55, T114–T115, T316–T316 Unit 3: Develop Vocabulary, T248–T249, T316–T317 Unit 4: Develop Vocabulary, T56–T57, T124–T125, T264–T265, T326–T327 Unit 5: Develop Vocabulary, T54–T54, T106–T107, T316–T317</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>13. Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: 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 Unit 3: Text Features, T288, T297, T301, T308, T310, T314, T324–T325 Unit 4: Use Text Features, T105, T112, T117, T119, T120, T132–T133 Conduct Research: Use a Web Site, T498–T499 Unit 5: Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>14. Know and use various informational text features to locate key facts or information in a text efficiently.</p>					

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Identify Main Idea, T156, T164, T173, T174, T188–T189</p> <p>Unit 2: Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333 Author's Purpose, T105, T304</p> <p>Unit 3: Author's Purpose, T228, T236, T245, T246, T256–T257</p> <p>Unit 4: Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p>Unit 5: Identify Main Idea, T294, T302, T310, T315, T324–T325 Author's Purpose, T64–T65</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>15. Identify the main purpose of informational text, including what the author wants to answer, explain, or describe</p>					
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<p>Student Edition / Teacher Edition Examples: Unit 1: Realistic Fiction, T24–T25, T88–T89, T272–T273 Plot, T276, T285, T293, T297, T306–T307 Setting, T37, T41, T47, T50 Analyze Characters, T92, T105, T107, T110, T124–T125 Unit 2: Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263 Plot, T154, T162, T164, T166, T170, T176, T180, T192–T193 Unit 3: Traditional Tales: Fables, T22–T23, T24– T25 Identify Folktales, T154–T155 Theme, T28, T39, T42, T47, T56–T57 Unit 4: Main Characters, T390–T391, T394–T395 Plot, T370–T371</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels H–M</p>	<p>F. Integration of Knowledge and Ideas</p> <p>16. Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.</p>							
<p>Student Edition / Teacher Edition Examples: Unit 3: Folktales, T154–T155 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>17. Compare and contrast two or more versions of the same story by different authors or from different cultures in a literary text.</p>							

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Explore the Diagram & Infographics, T20–T21, T84–T85, T148–T149, T268–T269 Unit 2: Explore the Diagram & Infographics, T20–T21, T86–T87, T216–T217, T286–T287 Unit 3: Explore the Infographics, T20–T21, T80–T81, T150–T151, T220–T221, T280–T281 Unit 4: Explore the Infographics, T20–T21, T88–T89, T156–T157, T226–T227, T296–T297 Unit 5: Explore the Infographics, T20–T21, T86–T87, T218–T219, T286–T287 Graphic Features, T43, T45, T64–T65, T360–T361, T106, T137, T245, T305, T388–T389, T392–T393</p>	<p>18. Explain how specific images contribute to and clarify an informational text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Persuasive Text, T468–T469 Unit 4: Persuasive Text, T300–T301 Understand Persuasive Text, T304, T316, T320, T334–T335</p>	<p>19. Describe how reasons support specific points the author makes in an informational text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Compare Across Texts, T472–T473 Unit 4: Compare Across Texts, T482–T483 Unit 5: 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>20. Compare and contrast the most important points presented by two informational texts on the same topic.</p>					

<p>This objective is practiced throughout all units in myView.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Book Club, T478–T495 Independent Reading Log, T11 Literary Text, T14–T77, T78–T141, T206–T261, T262–T323</p> <p>Unit 2: Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T140–T209, T210–T279</p> <p>Unit 3: Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T14–T73, T74–T143, T144–T213, T274–T340</p> <p>Unit 4: Book Club, T506–T523 Independent Reading Log, T11 Literary Text, T150–T219</p> <p>Unit 5: Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T148–T211, T212–T279</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers>Levels H–M</i></p>	<p>G. Range of Reading and Text Complexity</p> <p>21. By the end of the year, read and comprehend literary texts in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>							
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<p>This objective is practiced throughout all units in myView.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Book Club, T478–T495 Independent Reading Log, T11 Informational Text, T142–T205</p> <p>Unit 2: Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T139, T280–T341</p> <p>Unit 3: Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T214–T273, T274–T341</p> <p>Unit 4: Book Club, T506–T523 Independent Reading Log, T11 Informational Text, T14–T81, T82–T149, T220–T289, T290–T351</p> <p>Unit 5: Book Club, T496–T513 Independent Reading Log, T11 Informational Text, T14–T79, T80–T147, T280–T341</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers>Levels H–M</i></p>	<p>22. By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>					
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Writing					
<p>Student Edition / Teacher Edition Examples: Unit 3: Explore and Plan: Opinion Writing, T486–T487 Unit 5: Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>H. Text Types and Purposes</p> <p>23. Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section.</p>				
<p>Student Edition / Teacher Edition Examples: Unit 2: 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 Unit 5: 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>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>24. Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.</p>				

<p>Student Edition / Teacher Edition Examples: Unit 4: 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>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>25. Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.</p>					
	<p>I. Production and Distribution of Writing</p>					
	<p>26. (Begins in Grade 3.)</p>					
<p>Student Edition / Teacher Edition Examples: Unit 1: Peer Edit, T430–T431, T434–T435 Unit 2: 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 Unit 3: Edit Drafts, T428–T429, T432–T433, T436–T437, T440–T441 Edit for Nouns, T448–T449 Edit for Prepositions and Prepositional Phrases, T452–T453 Unit 4: Edit Drafts, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 Edit for Adjectives and Adverbs, T458–T459 Edit for Spelling, T462–T463 Unit 5: 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</p>	<p>27. With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 1: Digital Tools Authors Use, T398–T399 Publish and Celebrate, T442–T443 Extend Research: Include Media, T474–T475 Unit 2: 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 Unit 3: Explore Audio Recording, T412–T413 Apply Audio Recording, T416–T417 Celebrate, T460–T461 Conduct Research: Search Online, T488–T489 Unit 4: Celebrate, T470–T471 Conduct Research: Use a Web Site, T498–T499 Unit 5: 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</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center>Writing Workshop Peer Evaluation Rubric</i> <i>Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>28. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing, including collaboration with peers.</p>					
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	J. Research to Build and Present Knowledge					
<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, –T476–T477</p> <p>Unit 2: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Unit 3: Project-Based Inquiry, T484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Unit 4: Project-Based Inquiry, T494–T495, T496–T497, T498–T499, T500–T501, T502–T503, T504–T505</p> <p>Unit 5: Project-Based Inquiry, 484–T485, T486–T487, T488–T489, T90–T491, T492–T493, T494–T495</p> <p>Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p>	<p>29. Participate in shared research and writing.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Interview an Expert, T470–T471 Extend Research: Include Media, T474–T475 Unit 2: Conduct Research: Library Database and Books, T488–T489 Extend Research: Create Poster with Images, T492–T493 Unit 3: Conduct Research: Search Online, T488–T489 Extend Research: Write a Thank You Note, T492–T493 Unit 4: Conduct Research: Use a Web Site, T498–T499 Extend Research: Write a Letter, T502–T503 Unit 5: Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493</p> <p>Digital Resources: <i>Resource Download Center</i>>Inquiry–Based Project Rubrics and Checklists</p>	<p>30. Recall information from experiences or gather information from provided sources to answer a question.</p>					
	<p>31. (Begins in grade 4.)</p>					
	<p>K. Range of Writing</p>					
	<p>32. (Begins in grade 3.)</p>					

Speaking & Listening						
<p>Students practice listening rules in discussions in all units.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Turn, Talk, and Share, T10, T25, T53, T89 Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Inquire, T466</p> <p>Unit 2: Turn, Talk, and Share, T10, T25, T91, T472 Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Inquire, T484</p> <p>Unit 3: Turn, Talk, and Share, T10, T20, T100 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Inquire, T484</p> <p>Unit 4: Turn, Talk, and Share, T10, T25, T156, T231, T482 Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Inquire, T494 Conduct Research, T498 Share, T504</p> <p>Unit 5: Turn, Talk, and Share, T10, T33, T86, T472 Essential Question, T10 Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Inquire, T484</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>L. Comprehension and Collaboration</p> <p>33. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. • Build on others’ talk in conversations by linking comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. 					

<p>Students practice comprehension of read-alouds and independent reading in all units.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Book Club, T478–T495</p> <p>Unit 1: Listening Comprehension, T22–T23, T86–T87, T150–T151, T214–T215, T270–T271</p> <p>Unit 2: Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T148–T149, T218–T219, T288–T299</p> <p>Unit 3: Book Club, T496–T513 Listening Comprehension, T22–T23, T82–T83, T152–T153, T222–T223, T282–T283</p> <p>Unit 4: Book Club, T506–T523 Listening Comprehension, T22–T23, T90–T91, T158–T159, T228–T229, T298–T299</p> <p>Unit 5: Book Club, T496–T513 Listening Comprehension, T22–T23, T88–T89, T156–T157, T220–T221, T288–T289</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>34. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>							
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477</p> <p>Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>35. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>							
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	M. Presentation of Knowledge and Ideas						
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: 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>Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Unit 3: Turn, Talk, and Share, T150 Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Publish and Celebrate, T460–T461</p> <p>Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Publish and Celebrate, T470–T471 Retelling, T71, T139 Write to Sources, T286</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Celebrate and Reflect, T494–T495 Publish and Celebrate, T460–T461</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>36. Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Celebrate and Reflect, T476–T477 Unit 3: Audio Recording, T412–T413, T416 Unit 5: Extend Research: Make a Video or Record Infomercial, T492–T493 Celebrate and Reflect, T494–T495</p>	<p>37. Create audio recordings of stories or poems; add visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Talk About It, T74–T75, T202–T203, T320–T321 Celebrate and Reflect, T476–T477 Unit 2: Reflect and Share: Talk About It, T76–T77, T206–T207, T338–T339 Unit 3: Reflect and Share: Talk About It, T70–T71, T210–T211, T338–T339 Celebrate and Reflect, T494–T495 Unit 4: Reflect and Share: Talk About It, T78–T79, T216–T217, T348–T349 Unit 5: Reflect and Share: Talk About It, T76–T77, T208–T209, T338–T339 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>38. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>					

Language					
<p>Student Edition / Teacher Edition Examples: <u>Collective Nouns</u> Unit 2: Collective Nouns, T455, T459, T463, T467 Unit 3: Collective Nouns, T355</p> <p><u>Irregular Plural Nouns</u> Unit 2: Irregular Plural Nouns, T379, T383, T387, T391, T395</p> <p><u>Reflexive Pronouns</u> Unit 4: Reflexive Pronouns, T324, T465, T469, T473, T477 Unit 5: Reflexive Pronouns, T448</p> <p><u>Irregular Verbs</u> Unit 3: Lesson 1: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p><u>Adverbs and Adjectives</u> Unit 3: Adverbs, T315, T455, T459, T463, T467 Unit 4: Adverbs, T40, T53, T369, T373, T377, T381 Adjectives, T40, T53, T369, T373, T377, T381 Comparative and Superlative Adjectives, T393, T397, T401, T405</p>	<p>N. Conventions of Standard English</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns. • Form and use frequently occurring irregular plural nouns. • Use reflexive pronouns. • Form and use the past tense of frequently occurring irregular verbs. • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences. 				

<p>(Continued)</p> <p><u>Simple and Compound Sentences</u></p> <p>Unit 1: Compound Sentences, T166, T171, T389, T393, T397, T401 Simple Sentences, T341, T345, T349, T353</p> <p>Unit 3: Revise Drafts by Rearranging Words, T424–T425</p> <p>Unit 5: 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>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns. • Form and use frequently occurring irregular plural nouns. • Use reflexive pronouns. • Form and use the past tense of frequently occurring irregular verbs. • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences. 						
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<p><u>Capitalization</u> Unit 2: Common and Proper Nouns, T407, T411, T415, T419 Unit 4: Capitalization and Commas, T434 Unit 5: Edit for Capitalization, T446, T452</p> <p><u>Commas in Greetings and Closings of Letters</u> Unit 4: Commas in Dates and Letters, T417, T421, T425, T429</p> <p><u>Apostrophes for Contractions and Closings of Letters</u> Unit 1: Apostrophe, T406–T407, T410–T411 Unit 2: Contractions, T18–T19, T32–T33, T60, T68–T69, T134–T135, T358, T362, T366, T370 Possessives, T435, T439, T453 Unit 5: Contractions, T383, T387, T391, T395</p> <p><u>Spelling Patterns</u> Unit 1: Spelling Patterns, T336, T360, T384, T408 Unit 2: Spelling Patterns, T354, T378, T402 Unit 3: Spelling Patterns, T354, T378 Unit 4: Spelling Pattern, T364, T388, T412 Unit 5: Spelling Pattern, T153, T166, T378, T402, T426</p>	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 					
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<p>(Continued)</p> <p><u>Reference Materials</u></p> <p>Unit 1: Use Resources to Spell Words, T437, T441, T445, T449</p> <p>Unit 2: Parts of a Book: Glossary, T122 Develop Vocabulary, T114–T115, T316–T317 Thesaurus, T92</p> <p>Unit 3: Develop Vocabulary, T248</p> <p>Unit 4: Develop Vocabulary, T194–T195</p> <p>Unit 5: Use Resources to Spell Words, T451, T455, T459, T463, T467</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 						
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	O. Knowledge of Language							
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Use Academic Vocabulary, T466 Conversation Starters, T351, T375, T399, T423, Unit 2: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441 Unit 3: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441 Unit 4: Conversational Language, T185 Use Academic Vocabulary, T494 Conversation Starters, T379, T403, T427, T451 Unit 5: Use Academic Vocabulary, T484 Conversation Starters, T369, T393, T417, T441</p>	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English. 							

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Context Clues</u></p> <p>Unit 1: Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p>Unit 2: Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p>Unit 3: Context Clues, T156–T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p>Unit 4: Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p>Unit 5: Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p><u>Affixes and Roots</u></p> <p>Unit 1: Inflected Endings, T266–T267, T280–T281, T304–T305, T312–T313, T432, T436, T440, T444, T448, T464 Related Words, T26–T27, T37, T39, T43, T44</p> <p>Unit 2: Related Words, T26–T27, T39, T43, T47, T51, T53</p> <p>Unit 3: Related Words, T42, T45</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. 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.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 							
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<p>(Continued)</p> <p>Unit 4: 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>Unit 4 Related Words, T26–T27, T49</p> <p>Unit 5: Related Words, T26–T27, T37, T46, T50</p> <p><u>Compound Words</u></p> <p>Unit 1: Develop Vocabulary, T52–T53</p> <p>Unit 2: Phonics: Compound Words, T474–T475, T480, T482–T483 Spell Compound Words, T476–T477</p> <p>Unit 3: Phonics: Compound Words, T482</p> <p>Unit 4: Compound Words, T110</p> <p>Unit 5: Vocabulary in Context, T120</p> <p><u>Use Glossaries and Beginning Dictionaries</u></p> <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>(Continued)</p> <p>42. 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.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Real-Life Connections Between Words and Their Use</u> Unit 1: Develop Vocabulary, T116 Word Choice, T229, T246–T247 Unit 2: Word Work, T474–T475, T482–T483 Book Club, T498, T500, T504, T508, T512</p> <p><u>Shades of Meaning Verbs and Related Adjectives</u> Unit 4: Develop Vocabulary, T56–T57 Also see: Unit 1: Related Words, T26–T27, T37, T39, T43, T44 Unit 2: Related Words, T26–T27, T39, T43, T47, T51, T53 Synonyms, T92–T93, T103 Unit 3: Related Words, T42, T45 Synonyms, T86–T87, T109, T112, T115 Unit 4 Related Words, T26–T27, T49 Synonyms, T118 Unit 5: Related Words, T26–T27, T37, T46, T50 Synonyms, T92–T93, T108, T116, T119</p>	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Distinguish shades of meaning among closely related verbs and closely related adjectives. 							
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<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: 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>Unit 2: 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>Unit 3: 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>Unit 4: 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>Unit 5: 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>44. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe.</p>					
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