A Correlation of

myView Literacy
Grade 2, ©2020

English Language Arts
Georgia Standards of Excellence (GSE)

Grade 2
Introduction

This document demonstrates how myView Literacy, ©2020 meets the English Language Arts Georgia Standards of Excellence (GSE). Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.
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### GRADE 2

#### Reading Literary RL

**Key Ideas and Details**

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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<th>English Language Arts Georgia Standards of Excellence (GSE)</th>
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| **Unit 1:**  
- First Read: Ask, T42  
- Respond and Analyze, myView, T56  
- Respond and Analyze, myView, T132 | This standard is taught throughout the myView program. For representative pages, please see the following:  
**Unit 1:**  
- First Read: Ask, T42  
- Respond and Analyze, myView, T56  
- Respond and Analyze, myView, T132 |
| **Unit 2:**  
- First Read: Ask, T196  
- First Read: Read, T211  
- Respond and Analyze, My View, T212  
- Check for Understanding, T213  
- First Read: Ask, T286  
- First Read: Ask, T290  
- Respond and Analyze, myView, T294  
- Close Read: Determine Key Ideas, T355  
- Close Read: Determine Key Ideas, T366 | **Unit 2:**  
- First Read: Ask, T196  
- First Read: Read, T211  
- Respond and Analyze, My View, T212  
- Check for Understanding, T213  
- First Read: Ask, T286  
- First Read: Ask, T290  
- Respond and Analyze, myView, T294  
- Close Read: Determine Key Ideas, T355  
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| **Unit 3:**  
- First Read: Ask, T41  
- First Read: Read, T45  
- Close Read: Determine Key Ideas, T45  
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- Minilesson: Determine Key Ideas, T62  
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- Close Read: Determine Key Ideas, T45  
- Close Read: Determine Key Ideas, T49  
- First Read: Read, T49  
- First Read: Ask, T50  
- Minilesson: Determine Key Ideas, T62  
- Respond and Analyze, myView, T216 |
| **Unit 4:**  
- Reread A Place to Play, T189  
- Realistic Fiction, T190  
- Read, T198  
- Close Read: Create New Understandings, T216  
- Respond and Analyze, myView, T222 | **Unit 4:**  
- Reread A Place to Play, T189  
- Realistic Fiction, T190  
- Read, T198  
- Close Read: Create New Understandings, T216  
- Respond and Analyze, myView, T222 |
| **Unit 5:**  
- Read The Best Place, T29  
- Reread Lizard’s Move, T263  
- First Read: Ask, T290  
- First Read: Ask, T291 | **Unit 5:**  
- Read The Best Place, T29  
- Reread Lizard’s Move, T263  
- First Read: Ask, T290  
- First Read: Ask, T291 |
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| **ELAGSE2RL2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | **Unit 2**:  
First Read: Talk, T279  
First Read: Read, T285, T289  
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**Unit 5**:  
Reread A Small Tree in a Big Wind, T187 |
| **ELAGSE2RL3** Describe how characters in a story respond to major events and challenges. | **Unit 1**:  
Describe and Understand Characters, T110  
Describe and Understand Characters, T138-T139  
Close Read: Describe and Understand Plot Elements, T347  
Close Read: Describe and Understand Plot Elements, T349  
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**Unit 3**:  
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<td>ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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<td>ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.</td>
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| ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | **Unit 1:**  
Fluency, T30  
Possible Teaching Point: Read Like a Writer: Author's Craft, T46  
Possible Teaching Point: Read Like a Writer: Author's Craft, T338  
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Possible Teaching Point: Read Like a Writer: Author's Craft, T291  
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Close Read: Describe and Understand Setting, T45  
Close Read: Use Text Evidence, T46  
First Read: Look, T49  
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Minilesson: Describe and Understand Plot Elements, T356  
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**Unit 3:**  
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**Unit 5:**  
Close Read: Identify Elements of Drama, T198 |
### English Language Arts

#### Georgia Standards of Excellence (GSE)

- **ELAGSE2RL8**: Not applicable to literature.
- **ELAGSE2RL9**: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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**Teacher's Edition**

- **Unit 3**: Read and Compare, T206-T207
  - Compare and Contrast Stories, T222-T223
  - Reflect and Share, T230-T23

### Range of Reading and Level of Text Complexity

- **ELAGSE2RL10**: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Teacher's Edition**

This standard is taught throughout the myView program. For representative pages, please see:

- **Unit 1**: Matching Texts to Learning (Leveled Readers) T38-T39
- **Unit 2**: Matching Texts to Learning (Leveled Readers) T184-T185
- **Unit 3**: Matching Texts to Learning (Leveled Readers) T34-T35
- **Unit 4**: Matching Texts to Learning (Leveled Readers) T194-T195
- **Unit 5**: Matching Texts to Learning (Leveled Readers) T192-T193

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<td><strong>Key Ideas and Details</strong></td>
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| ELAGSE2RI1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. | This standard is taught throughout the myView program. For representative pages, please see the following:  
**Unit 2:**  
Close Read: Ask and Answer Questions, T43  
First Read: Ask, T44  
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First Read: Read, T46  
Close Read: Ask and Answer Questions, T49  
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**Unit 3:**  
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| ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | Unit 1:  
Identify Main Idea, T186  
First Read: Talk, T197  
First Read: Look, T203  
Identify Main Idea, T214-T215  
Unit 2:  
Share Back, T89  
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Topic and Main Idea, T160  
Unit 3:  
Close Read: Discuss Author's Purpose, T286  
Unit 4:  
Wrap-Up, T111  
First Read: Read, T364  
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Wrap-Up Main Idea and Details, T31  
Minilesson: Describe Connections, T64  
Minilesson: Informational Text, T346  
Close Read: Identify Main Idea, T367  
Identify Main Idea, T374-T375  
Strategy Group: Identify Main Idea, T376 |
| ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Unit 2:  
Cross-Curricular Perspectives: Science, T120  
Unit 3:  
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<td><strong>Craft and Structure</strong></td>
<td>This standard is taught throughout the myView program. For representative pages, please see the following:</td>
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| ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. | **Unit 1:**  
|                                                          | Introduce the Text: Preview Vocabulary, T190  
|                                                          | Minilesson: Develop Vocabulary, T208  
|                                                          | **Unit 2:**  
|                                                          | Academic Vocabulary, T14-T15  
|                                                          | Minilesson: Develop Vocabulary, T58  
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| ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | **Unit 2:**  
First Read: Look, T126  
Close Read: Text Features, T126  
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Minilesson: Explore Text Features, T245  
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| ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **Unit 1:**  
Read Like a Writer, T46  
**Unit 2:**  
Possible Teaching Point: Read Like a Writer: Author's Craft, T121  
**Unit 3:**  
Minilesson: Author's Purpose, T294  
**Unit 4:**  
Minilesson: Understand Persuasive Text, T384  
**Unit 5:**  
How Graphic Features Support Purpose, T78-T79 |
## Integration of Knowledge and Ideas

**ELAGSE2RI7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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| ELAGSE2RI8 Describe how reasons support specific points the author makes in a text. | **Unit 2:**  
Minilesson: Apply Develop Details, T162  
Critical Literacy: Challenge the Text, T420  
**Unit 3:**  
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| ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic. | **Unit 1:**  
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Whole Group, T73  
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| ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **Unit 1:** Reading Workshop: Matching Texts to Learning T186-T187  
Read, T190-T207  
**Unit 2:**  
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Reading Workshop: Matching Texts to Learning T112-T113  
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<td><strong>Print Concepts</strong> Kindergarten and 1st grade only.</td>
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<td><strong>Phonological Awareness</strong> Kindergarten and 1st grade only.</td>
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<td><strong>Phonics and Word Recognition</strong></td>
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<tr>
<td>ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | **Unit 1:**
<p>|                                              Phonological Awareness: Long and Short Vowels, T22 |
|                                              Phonics: Long and Short Vowels, T22 |
|                                              ELL Targeted Support: Long and Short Vowels, T23 |
|                                              Minilesson: Phonics: Decode Words with Short Vowels, T24 |
|                                              Minilesson: Phonics: Review Long and Short Vowels, T28 |
|                                              Foundational Skills Extension: Long and Short Vowels, T53 |
|                                              Strategy Group: Decode Words with Short Vowels, T58 |
|                                              Phonological Awareness: Listen for Long and Short Vowels, T98 |
|                                              Phonics: Long Vowels, T98 |
|                                              ELL Targeted Support: Long Vowels, T99 |
|                                              Strategy Group: Decode Words with Long Vowels: CVCE, T134 |
| <strong>Unit 2:</strong>                                              Phonics: Words with Long o: o, oa, ow, T336 |
|                                                   ELL Targeted Support: Changing Phonemes, T337 |
|                                                   Strategy Group: Words with Long o Spelled o, oa, ow, T370 |
|                                                   Lessons 1-3, 5: Spell Words with Long o, oa, ow, T390-T391 |
| <strong>Unit 3:</strong>                                              Minilesson: Phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22 |
|                                                   ELL Targeted Support, Vowel Patterns, T24 |
|                                                   Minilesson: Phonics: Review Long i: i, ie, i_e, igh, y, T26 |
|                                                   Read Rabbit’s Kite, T28 |
|                                                   Word Work Strategy Group: DECODE WORDS WITH LONG i SPELLED i, ie, i_e, igh, y, T54 |</p>
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| b. Know spelling-sound correspondences for additional common vowel teams. | **Unit 2:**  
Minilesson: Phonics: Decode and Write Words with Vowel Digraphs, T102  
Minilesson: Phonics: Vowel Digraphs ai, ay, ea, T104  
Minilesson: Phonics: Write Words with Vowel Digraph ie, T174  
Minilesson: Phonics: Decode and Write Words with Long e, T256  
Minilesson: Phonics: Long e: ee, ea, ey, y, T258  
Minilesson: Phonics: Write Words with Long o Spelled o, oa, ow, T338  
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**Unit 3:**  
Minilesson: Phonics: Decode Words with Vowel Teams oo, ue, ew, ui, T330  
ELL Targeted Support: Vowel Teams, T331  
Minilesson: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui, T332  
**Unit 4:**  
Lesson 4: Spell Words with Vowel Teams oo, ue, ew, ui, T83  
**Unit 5:**  
Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182 |
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| c. Decode regularly spelled two-syllable words with long vowels. | **Unit 1:**  
phonological Awareness: Listen for Long and Short Vowels, T98  
phonics: Decode Words with Long Vowels, T100  
Formative Assessment Options, T101  
**Unit 2:**  
Minilesson: phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102  
Minilesson: phonics: Decode and Write Words with Vowel Digraphs, T102  
Minilesson: phonics: Decode Words with Long e, T256  
Minilesson: phonics: Decode and Write Words with Long e, T256  
Minilesson: phonics: Long e: ee, ea, ey, y, T258  
Minilesson: phonics: Decode Words with Long o Spelled o, oa, ow, T338  
**Unit 3:**  
Minilesson: phonics: Decode Words with Long i: i, ie, i_e, igh, y, T22  
**Unit 4:**  
Minilesson: phonics: Decode Words with Open Syllables V/CV, T102  
ELL Targeted Support: Open Syllables V/CV, T103  
Minilesson: phonics: Decode and Write Words with Open Syllables V/CV, T104  
Phonics: Open Syllables V/CV, T106  
Read Spider's Web, T108  
Word Work Strategy Group: Open Syllables V/CV, T142 |
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<td>Word Work: Phonics: Suffixes -ly, -ful, -er, -less, -or, T186</td>
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<td>Word Work: Phonics: Decode Words with Prefixes un-, re-, pre-, dis, T264-T265</td>
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<td>Word Work: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis, T266-T267</td>
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<td><strong>e. Identify words with inconsistent but common spelling-sound correspondences.</strong></td>
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### Fluency

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

This standard is taught throughout the myView program. For representative pages, please see the following:

**Unit 1:**
- Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35
- Read, T38-T55
- Matching Texts to Learning: Guided Reading Instruction Prompts, T186-T187
- Read, T190-T207
- First Read: Read, T192, 198
- First Read: Talk, T204

**Unit 2:**
- Matching Texts to Learning: Guided Reading Instruction Prompts, T112-T113
- Read, T116-T129
- First Read: Read, T190, 199
- Matching Texts to Learning: Guided Reading Instruction Prompts, T266-T267
- Read, T270-T293

**Unit 3:**
- Matching Texts to Learning: Guided Reading Instruction Prompts, T106-T107
- Read, T110-T133
- Matching Texts to Learning: Guided Reading Instruction Prompts, T270-T271
- Read, T274-T287

**Unit 4:**
- Matching Texts to Learning: Guided Reading Instruction Prompts, T114-T115
- Read, T118-T139
- Matching Texts to Learning: Guided Reading Instruction Prompts, T276-T277
- Read, T280-T303
- First Read: Read, T282, T286

**Unit 5:**
- Matching Texts to Learning: Guided Reading Instruction Prompts, T34-T35
- Read, T37-T57
- Matching Texts to Learning: Guided Reading Instruction Prompts, T348-T349
- Read, T352-T367
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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<td>Fluency: Rate/Oral Reading Rate and Accuracy, T372</td>
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<td>Fluency: Prosody/Oral Reading Rate and Accuracy, T412</td>
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<td>Fluency: Accuracy/Oral Reading Rate and Accuracy, T390</td>
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Continued
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | This standard is taught throughout the myView program. For representative pages, please see the following:  
**Unit 1:**  
Close Read: Vocabulary in Context, T48  
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**Unit 2:**  
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**Unit 5:**  
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Close Read: Vocabulary in Context, T136  
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Possible Teaching Point: Academic Vocabulary: Context Clues, T209  
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<td>d. Read grade-appropriate irregularly spelled words.</td>
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**Writing W Text Types and Purpose**

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- **Unit 1:** Next Steps, T407
- Next Steps, T409

- **Unit 3:** Explore and Plan: Explore Opinion Writing, T420-T421
  Student Interactive: Here's What I Think, T421
  Next Steps, T425
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| ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Unit 1:**  
Quick Write, T20  
**Unit 2:**  
ELL Targeted Support, T241  
Introduction and Conclusion, T242  
Prepare for Celebration, T400  
Assessment, T402-T403  
**Unit 5:**  
Explore Introduction and Conclusion, T247  
Apply Introduction and Conclusion, T248  
Writing Club, T249  
Prepare for Celebration, T400  
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| ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | **Unit 3:**  
Apply Sensory Details, T166  
ELL Targeted Support, Explore Descriptive Adjectives and Articles, T317  
Independent Writing, T320  
Independent Writing, T401  
Minilesson: Publish and Celebrate, T401  
**Unit 4:**  
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Minilesson: Sequence of Events, T252  
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ELAGSE2WS5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
a. May include prewriting.

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<td>ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</td>
<td>Unit 1:  Minilesson: Digital Tools Authors Use, T242  Writing Support, T242  Share Back, T242  Unit 2:  Minilesson: Celebrate, T401  Unit 5:  ELL Targeted Support, T425  Make a Video or Record Infomercial, T426  Celebrate and Reflect: Share, T428</td>
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**Research to Build and Present Knowledge**

<p>| ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | Unit 1:  Conduct Research: Interview an Expert, T404-T405  Unit 2:  Introduce the Project, T418  Collaborate, 418  Next Steps, T419  Next Steps, T421  Conduct Research: Library Database and Books, T422-423  Extend Research: Create a Poster with Images, T426  Unit 3:  Inquire: Introduce the Project, T418  Conduct Research: Search Online, T422  Extend Research: Write a Thank You Note, T426  Unit 4:  Inquire: Introduce the Project, T428  Conduct Research: Use a Web Site, T432  Extend Research: Write a Letter, T436  Unit 5:  Inquire: Introduce the Project, T418  Conduct Research: Use Media to Research, T422 |</p>
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| ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question. | **Unit 1:**  
Cross-Curricular Perspectives: Social Studies, T192  
Research Articles, T400  
Conduct Research, Interview an Expert, T404-T405  
Extend Research, Include Media, T408-T409  
**Unit 2:**  
Conduct Research, Library Database and Books, T422-T23  
**Unit 3:**  
Research Articles, T418  
Conduct Research: Search Online, T422-T423  
**Unit 4:**  
Generate Ideas, T93  
Conduct Research: Use a Web Site, T432-T433  
**Unit 5:**  
Research Articles, T418  
Conduct Research: Use Media to Research, T422-T423 |
<p>| ELAGSE2W9 (<em>Begins in grade 4</em>). | Begins in grade 4 according to the Georgia Standards of Excellence |
| <em>Range of Writing</em> | |
| ELAGSE2W10 (<em>Begins in grade 3</em>). | Begins in grade 3 according to the Georgia Standards of Excellence |</p>
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<tr>
<td><strong>Speaking and Listening SL</strong></td>
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<tr>
<td><strong>Comprehension and Collaboration</strong></td>
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</tbody>
</table>

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

| Unit 1: | Turn, Talk, and Share, examples: T33, T109, T261  
Writing Club, T91  
Writing Club, T167  
Writing Club, T243  
Book Club: Session 1-Session 6, T419-T429 |
|---------|--------------------------------------------------------------------------------|
| **Unit 2:** | Turn, Talk, and Share, examples: T33, T183, T387, Minilesson: Talk About It, T72  
Book Club: Session 1-Session 6, T437-T447 |
| **Unit 3:** | Turn, Talk, and Share, examples: T263, T341  
Reflect and Share, T66-T67  
Minilesson: Talk About It, T382  
Book Club: Session 1-Session 6, T437-T447 |
| **Unit 4:** | Turn, Talk, and Share, examples: T187, T397  
Reflect and Share, T74-T75  
Minilesson: Talk About It, T392  
Book Club: Session 1-Session 6, T447-T457 |
| **Unit 5:** | Informational Text, T30  
Reflect and Share, T72-T73  
Informational Text, T108  
Turn, Talk, and Share, examples: T111, T185  
Book Club: Session 1-Session 6, T437-T447  
Minilesson: Talk About It, T382 |

b. Build on others' talk in conversations by linking their comments to the remarks of others.

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<tr>
<th>Unit 1:</th>
<th>Minilesson: Talk About It, T70</th>
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<td><strong>Unit 2:</strong></td>
<td>Minilesson: Talk About It, T72</td>
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<tr>
<td><strong>Unit 3:</strong></td>
<td>Minilesson: Talk About It, T66</td>
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<tr>
<td><strong>Unit 5:</strong></td>
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</table>
| c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | **Unit 2:**
Explore the Infographic, T334
Informational Text, T344
**Unit 5:**
Informational Text, T30
Minilesson: Talk About It, T72
ELL Target Support, T72-T73
Informational Text, T108 |
| ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. | **Unit 1:**
Listening Comprehension examples, T30-T31, T182-T183, T326-T327
Reflect on the Unit, T411
**Unit 2:**
Listening Comprehension examples, T30-T31, T108-T109, T180-T181,
**Unit 3:**
Listening Comprehension examples, T30-T31, T184-T185, T338-T339
**Unit 4:**
Listening Comprehension examples, T30-T31, T19-T191, T354-T355
**Unit 5:**
Listening Comprehension examples, T30-T31, T188, T264
Reflect and Share: Talk About It, T228-T229 |
| ELAGSE2SL3 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. | **Unit 1:**
Realistic Fiction, T30
**Unit 3:**
Traditional Tales: Fables, T30
Share, T428
**Unit 5:**
Minilesson: Talk About It, T72
Celebrate!, T428 |
### A Correlation of myView Literacy ©2020, Grade 2 to the English Language Arts Georgia Standards of Excellence (GSE)

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</table>
| ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | **Unit 1:**  
Publish and Celebrate, T383  
Project-Based Inquiry: Collaborate and Discuss, T407  
Share, T410  
**Unit 2:**  
Share, T428  
**Unit 3:**  
Share Back, T165  
Share Back, T166  
Possible Teaching Point: Read Like a Writer: Author's Craft, T357  
Prepare for Celebration, T400  
Publish and Celebrate, T401  
Minilesson: Assessment, T402  
Share, T428  
**Unit 4:**  
Prepare for Celebration, T410  
Celebrate and Reflect: Share, T438  
**Unit 5:**  
Celebrate and Reflect: Share, T428 |
| ELAGSE2SL5 With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. | **Unit 1:**  
Celebrate and Reflect: Share, T410  
**Unit 3:**  
Minilesson: Apply Audio Recording, T250  
Celebrate and Reflect: Share, T428  
**Unit 4:**  
Minilesson: Celebration, T411  
**Unit 5:**  
Celebrate and Reflect: Share, T428 |
| ELAGSE2SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | **Unit 1:**  
Celebrate and Reflect: Share, T410  
Student Interactive: Share, T411  
**Unit 3:**  
Celebrate and Reflect: Share, T428  
Student Interactive: Share, T429 |
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<tr>
<td><strong>Language L</strong></td>
<td><strong>Conventions of Standard English</strong></td>
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<tr>
<td>ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Unit 2: Lessons 2-5: Collective Nouns, T392-T393 Unit 3: Lesson 1: Collective Nouns, T76</td>
</tr>
<tr>
<td>a. Use collective nouns (e.g., <em>group</em>).</td>
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<tr>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., <em>feet, children, teeth, mice, fish</em>).</td>
<td>Unit 2: Language &amp; Conventions: Irregular Plural Nouns, T154-T155 Lesson 1: Irregular Plural Nouns, T236</td>
</tr>
<tr>
<td>c. Use reflexive pronouns (e.g., <em>myself, ourselves</em>).</td>
<td>Unit 4: Minilesson: Explore Pronouns, T335 Possible Teaching Point: Language &amp; Conventions: Reflexive Pronouns, T376 Lessons 2-5: Reflexive Pronouns, T402-T403 Unit 5: Lesson 1: Reflexive Pronouns, T82 Minilesson: Edit for Pronouns, T398</td>
</tr>
<tr>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <em>sat, hid, told</em>).</td>
<td>Unit 3: Possible Teaching Point: Language and Conventions: Irregular Verbs, T200 Possible Teaching Point: Language and Conventions: Irregular Verbs, T205 Possible Teaching Point: Language and Conventions: Irregular Verbs, T213 Lessons 2-5: Irregular Verbs, T240-T241 Lesson 1: Irregular Verbs, T312</td>
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<tr>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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**Unit 3:**
Possible Teaching Point: Academic Vocabulary: Adverbs, T367
Lessons 2-5: Adverbs, T392-T393
**Unit 4:**
Lesson 1: Adverbs, T84
Language & Conventions: Adjectives and Adverbs, T84-T85
Lesson 1: Adjectives and Adverbs, T164
Lessons 2-5: Comparative and Superlative Adjectives, T164-T165
Lesson 1: Comparative and Superlative Adjectives, T246
Edit for Adjectives and Adverbs, T408 |
| f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | 
**Unit 1:**
Lessons 2-5: Simple Sentences, T80-T81
Lesson 1: Simple Sentences, T156
Possible Teaching Point: Language & Conventions: Compound Sentences, T194
Possible Teaching Point: Language and Conventions: Compound Sentences, T199
Lessons 2-5: Compound Sentences, T232-T233
Lesson 1: Compound Sentences, T300
**Unit 3:**
Minilesson: Revise Drafts by Rearranging Words, T318
Extend Research: Revise and Edit, T426
**Unit 5:**
Minilesson: How to Write a Command, T168
Minilesson: Explore Adding or Deleting Words, T325
Minilesson: Apply Adding or Deleting Words, T326
Minilesson: Explore Rearranging Words, T327 |
| g. Create documents with legible handwriting. | 
**Unit 2:**
Prepare for Celebration, T400
**Unit 3:**
Extend Research: Write a Thank You Note, T426
**Unit 4:**
Celebration, T411
**Unit 5:**
Publish and Celebrate, T383 |
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<tr>
<td>ELAGSE2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Unit 3: Minilesson: Edit for Nouns, T398</td>
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<tr>
<td></td>
<td>Unit 4: Capitalization and Commas, T334</td>
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<td></td>
<td>Unit 5: Handwriting: Write Proper Nouns, T76</td>
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<td>ELL Targeted Support: Edit for Capitalization, T397</td>
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<td>Edit for Capitalization, T399</td>
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<tr>
<td>a. Capitalize holidays, product names, and geographic names.</td>
<td>Unit 4: Lessons 2-5: Commas in Dates and Letters, T246-T247</td>
</tr>
<tr>
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<td>Lesson 1: Use Commas in Dates, Greetings, and Closings, T328</td>
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<td>Write a Letter, T436</td>
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| c. Use an apostrophe to form contractions and frequently occurring possessives. | **Unit 1:**  
Writing Support, T306  
Minilesson: Explore End Punctuation and Apostrophes, T306  
Share Back, T307  
Writing Support, T307  
Independent Writing, T307  
Minilesson: Apply End Punctuation and Apostrophes, T307 | **Unit 2:**  
Lesson 1: Contractions and High Frequency Words different and between, T80  
Lessons 2-5: Spell Words with Contractions, T80-T81  
Minilesson: Phonics: Spiral Review: Contractions, T106  
Lesson 4: Contractions, T153  
Language & Conventions: Lessons 2-5: Language & Conventions: Possessive Nouns, T318-T319  
Lesson 1: Possessive Nouns, T392 | **Unit 4:**  
Possible Teaching Point: Read Like a Writer: Author’s Craft, T52 | **Unit 5:**  
Lessons 2-5: Language & Conventions: Contractions, T162-T163  
Lesson 1: Contractions, T238  
Revise and Edit, T426 |
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| d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). | **Unit 1:** Lesson 4: Create Words CVe to CVC, T155  
**Unit 3:**  
Phonics: Write /s/ Spelled c; /j/ Spelled g or dge, T408  
Phonics: /s/ Spelled c; /j/ Spelled g, dge, T414  
Phonics: Review Words with /s/ Spelled c; /j/ Spelled g, dge, 416  
**Unit 4:**  
Lessons 2-5: Spell Words with Spelling Pattern VCCV, T400-T401  
**Unit 5:**  
Spelling: Spell Words with aw, au, augh, al, T236-T237  
Lessons 2-5: Spell Words Correctly, T392-T393  
Spelling: Spell Words with Final Stable Syllables Consonant -le, -tion, -sion, T410-T411 |
| e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **Unit 1:** Language & Conventions: Use Resources to Spell Words, T374-T375  
**Unit 2:**  
Lesson 1: Use Resources to Spell Words, T82  
**Unit 3:**  
Minilesson: Develop Vocabulary, T288  
**Unit 5:**  
ELL Targeted Support, T392 |
### Knowledge of Language

ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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<tr>
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| a. Compare formal and informal uses of English.             | **Unit 1:** Minilesson: Apply End Punctuation and Apostrophes, T307  
|                                                            | Write for a Reader, T408  
|                                                            | Write for a Reader, T426  
|                                                            | **Unit 3:** Academic Vocabulary, T386  
|                                                            | **Unit 4:** Write for a Reader, T430  
|                                                            | Peer Review: Collaborate, T436  
|                                                            | **Unit 5:** Write for a Reader, T420  
|                                                            | Write for a Reader, T426  
|                                                            | ELL Targeted Support, T427 |
### Vocabulary Acquisition and Use

**ELAGSE2L4** 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.

- **Unit 1:**  
  - **Minilesson:** Context Clues, T226

- **Unit 2:**  
  - **Close Read:** Vocabulary in Context, T120
  - **Use Text Features and Graphics:** T136

- **Unit 3:**  
  - **Possible Teaching Point:** Academic Vocabulary: Context Clues, T203

- **Unit 4:**  
  - **Possible Teaching Point:** Read Like a Writer: Author's Craft, T301

- **Unit 5:**  
  - **Possible Teaching Point:** Read Like a Writer: Author's Craft, T359
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| b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | **Unit 4:**  
Minilesson: Phonics: Decode Words with Prefixes un-, re-, pre-, dis-, T264  
Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis-, T266  
Phonics: Prefixes un-, re-, pre-, dis-, T268  
Academic Vocabulary: Word Parts, T322-T323  
Minilesson: Word Parts, T322  
Lessons 1-3, 5: Spell Words with Prefixes un-, re-, pre-, dis-, T326-T327  
**Unit 5:**  
Possible Teaching Point: Academic Vocabulary: Word Parts, T276  
Minilesson: Word Parts, T312 |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | **Unit 1:**  
Academic Vocabulary: Related Words, T43  
Academic Vocabulary: Related Words, T47  
Academic Vocabulary: Related Words, T74-T75  
**Unit 2:**  
Minilesson: Related Words, T76  
Possible Teaching Point: Academic Vocabulary: Word Parts, T281  
Possible Teaching Point: Academic Vocabulary: Word Parts, T284  
Possible Teaching Point: Academic Vocabulary: Word Parts, T292  
Possible Teaching Point: Academic Vocabulary: Word Parts, T293  
**Unit 3:**  
Minilesson: Phonics: Decode Words with Comparative Endings, T94  
Possible Teaching Point: Academic Vocabulary: Word Parts, T282  
**Unit 4:**  
Academic Vocabulary: Related Words, T43  
Academic Vocabulary: Related Words, T78  
**Unit 5:**  
Academic Vocabulary: Related Words, T41  
Academic Vocabulary: Related Words, T50  
Academic Vocabulary: Related Words, T54  
Academic Vocabulary: Related Words, T76-T77 |
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| d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). | **Unit 1:**  
Minilesson: Develop Vocabulary, T56  
Strategy Group: Develop Vocabulary, T60  
**Unit 2:**  
Minilesson: Phonics: Decode Compound Words, T408  
Lessons 2-3, 5: Spell Compound Words, T410-T411  
Strategy Group: Compound Words, T412  
Phonics: Compound Words, T414  
Phonics: Review Compound Words, T416  
**Unit 3:**  
Lesson 4: Compound Words, T410  
Minilesson: Phonics: Spiral Review: Compound Words, T416 |
| e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | **Unit 1:**  
Minilesson: Develop Vocabulary, T208  
Student Interactive: Develop Vocabulary, T209  
Strategy Group: Develop Vocabulary, T212-T213  
Strategy Group: Develop Vocabulary, T354  
**Unit 2:**  
First Read: Look, T54  
Strategy Group: Develop Vocabulary, T372  
**Unit 3:**  
Minilesson: Develop Vocabulary, T288  
Formative Assessment Options: Option 2, T289  
Strategy Group: Develop Vocabulary, T292  
**Unit 4:**  
Strategy Group: Develop Vocabulary, T382 |
| ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings. | **Unit 1:**  
Preview Vocabulary, T334  
**Unit 3:**  
Explore Sensory Details, T165  
Close Read: Vocabulary in Context, T364  
**Unit 4:**  
Preview Vocabulary, T118  
**Unit 5:**  
Preview Vocabulary, T116  
Close Read: Make Connections, T290 |
<p>| a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |</p>
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| b. Distinguish shades of meaning among closely related verbs (e.g., **toss**, **throw**, **hurl**) and closely related adjectives (e.g., **thin**, **slender**, **skinny**, **scrawny**). | **Unit 4:**  
ELL Targeted Support: Vocabulary, T60  
Strategy Group: Develop Vocabulary, T64  
Possible Teaching Point: Academic Vocabulary: Oral Language, T368  
**Unit 5:**  
Possible Teaching Point: Academic Vocabulary: Synonyms, T132  
Possible Teaching Point: Academic Vocabulary: Synonyms, T135 |
### English Language Arts
**Georgia Standards of Excellence (GSE)**

| ELAGSE2L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |

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| **Unit 1:** |
| Possible Teaching Point: Academic Vocabulary: Related Words, T41 |
| Possible Teaching Point: Academic Vocabulary: Related Words, T43 |
| Possible Teaching Point: Academic Vocabulary: Related Words, T48 |
| Minilesson: Related Words, T74 |

| **Unit 2:** |
| Academic Vocabulary, T14-T15 |
| Close Read, Vocabulary in Context, T40 |
| Develop Vocabulary, T212-T213 |
| Academic Vocabulary, T230 |
| Oral Language, T354 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T357 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T365 |
| Use Academic Vocabulary, T418 |

| **Unit 3:** |
| Minilesson: Academic Vocabulary, T70 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T349 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T353 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T359 |
| Use Academic Words, T418 |

| **Unit 4:** |
| Academic Vocabulary, T14-T15 |
| Academic Vocabulary: Context Clues, T200 |
| Academic Vocabulary: Context Clues, T240 |
| Possible Teaching Point: Academic Vocabulary: Oral Language, T373 |
| Minilesson: Oral Language, T396 |
| Use Academic Vocabulary, T428 |

| **Unit 5:** |
| Academic Vocabulary, T14-T15 |
| Possible Teaching Point: Academic Vocabulary, T199 |
| Academic Vocabulary, T386 |
| Use Academic Words, T418 |
| Write for a Reader, T426 |