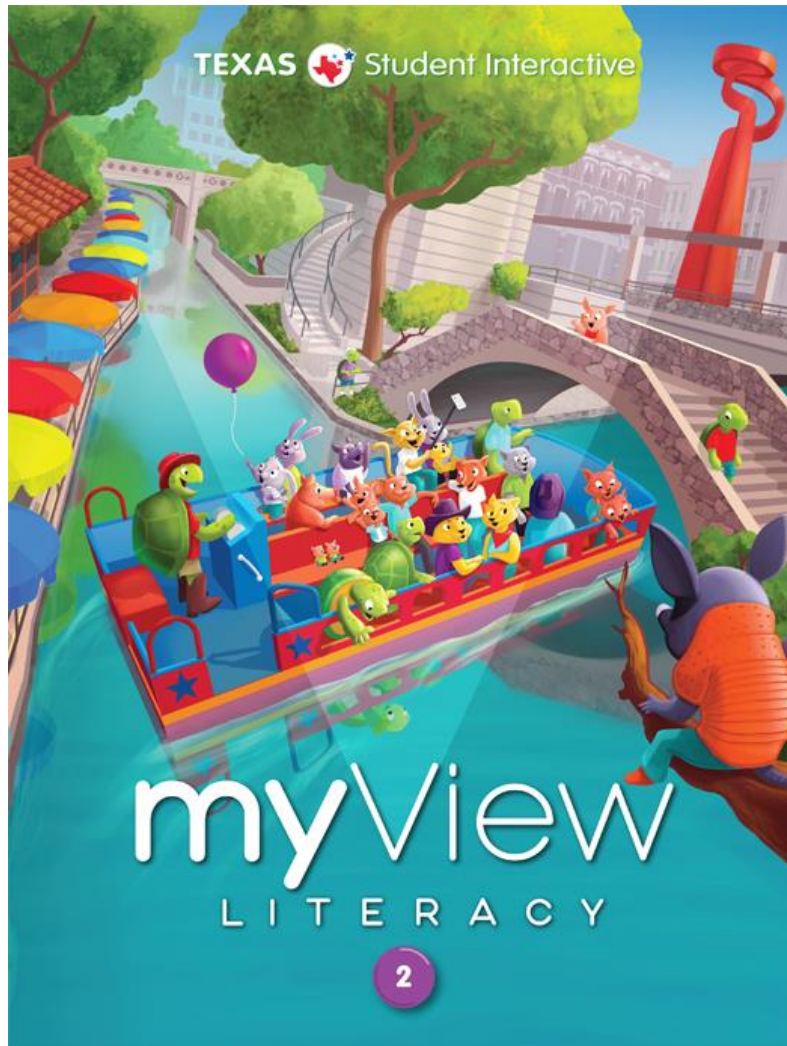


A Correlation of



©2019

To the

Texas Essential Knowledge and Skills for Social Studies Grade 2

A Correlation of Texas myView Literacy, Grade 2, ©2019 to the Texas Essential Knowledge and Skills for Social Studies

Introduction

This document demonstrates how *Texas myView Literacy* content for Grade 2 meets the Texas Essential Knowledge and Skills for Social Studies, Grade 2. References are to the Teacher Edition.

Texas myView, ©2019 is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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Texas Essential Knowledge and Skills for Social Studies Grade 2	Texas myView Literacy Grade 2, ©2019
Grade 2 – Knowledge and Skills	
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	
(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and	<p>Unit 3: Conduct Research: Search Online (Independence Day), T422</p> <p>Unit 4: Matching Texts to Learning: <i>Independence Day</i>, T115</p>
(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.	<p>Unit 1: Matching Texts to Learning: <i>Landmarks of the United States</i>, T110, T262</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Creative Places, T100-T101 Preview the Text: Preview Vocabulary (monuments), T118-T119 <i>Building on Nature: The Life of Antoni Gaudi</i>, T118-T139 Minilesson: Develop Vocabulary (monuments), T140-T141</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Famous Rocks (Mt. Rushmore, T334-T335 Minilesson: Talk About It (Mt. Rushmore), T382-T383 ELL Targeted Support: Express Ideas, T382</p>

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<p>(2) History. The student understands the concepts of time and chronology. The student is expected to:</p>	
<p>(A) describe the order of events by using designations of time periods such as historical and present times;</p>	<p>Unit 1: Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287</p> <p>Unit 4: Possible Teaching Point: Read Like a Writer/Author's Craft, T59</p>
<p>(B) apply vocabulary related to chronology, including past, present, and future; and</p>	<p>Unit 1: Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 ELL Targeted Support: Intermediate, Categorize (long ago/today), T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287</p>
<p>(C) create and interpret timelines for events in the past and present.</p>	<p>For supporting content please see:</p> <p>Unit 1: Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The Wabanaki (long ago), T256-T257 ELL Targeted Support: Intermediate, Categorize (long ago/today), T257 What customs from long ago are still important to the Abenaki?, T281 Why are the traditional ways of the Abenaki important to them today?, T286-T287</p>

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<p>(3) History. The student understands how various sources provide information about the past and present. The student is expected to:</p>	
<p>(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and</p>	<p>Unit 3: Interact with Sources: Explore the Infographic, <i>The Wabanaki</i> (long ago), T256-T257 <i>The Abenaki</i>, T274-T287 Conduct Research: Search Online, T422-T423 Unit 4: Narrative Nonfiction: Biography: Jackie Robinson: <i>Opening the Doors</i>, T30-T31 Minilesson: Biography, T32-T33 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography, T112-T113</p>
<p>(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.</p>	<p>Unit 1: Conduct Research: Interview an Expert, T404-T405 Primary and Secondary Sources, T406-T407 Unit 4: Primary and Secondary Sources, T434-T435 Leveled Passages: Time Capsule</p>
<p>(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	
<p>(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, <i>People Who Were First</i>, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: <i>Opening the Doors</i>, T30-T31 Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Minilesson: Biography (Abraham Lincoln), T112-T113 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119</p>

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<p>(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Franklin Delano Roosevelt</i>, T35 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T20-T21 Minilesson: Biography (Amelia Earhart), T112-T113 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119</p>
<p>(C) explain how people and events have influenced local community history.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Matching Texts to Learning: <i>Helping Your Community</i>, T34 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Cross-Curricular Perspectives: Social Studies, Breckenridge, Texas (murals), T206</p>

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<p>(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:</p>	
<p>(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and</p>	<p>Unit 2: Interact with Sources: Explore the Infographic, Grassy Places, T98-T99 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362 Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Interact with Sources: Explore the Infographic, Traditional Food, T328-T329 Maps: Who are the Abenaki people?, T276-T277 Student Interactive: Traditional Foods, My Turn, T329</p>
<p>(B) create maps to show places and routes within the home, school, and community.</p>	<p>For opportunities to address this standard please see: Unit 1: Listening Comprehension: Informational Text: Helping the Community, T182-T183 Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Maps: Who are the Abenaki people?, T276-T277</p>

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<p>(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:</p>	
<p>(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;</p>	<p>Unit 1: Matching Texts to Learning: <i>Adventure on Mt. Everest</i>, T110 Matching Texts to Learning: <i>Continents and Oceans</i>, T186 Unit 2: Matching Texts to Learning: <i>Earth's Waters</i>, T113 Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362 Unit 4: Cross-Curricular Perspectives: Social Studies, Map of Europe (landforms/bodies of water), T120 Unit 5: Interact with Sources: Explore the Infographic, Earth's Features, T20-T21 Listening Comprehension: Informational Text, The Grand Canyon, T30-T31 Matching Texts to Learning: <i>Continents on the Move</i>, T35 <i>Introducing Landforms</i>, T38-T57</p>
<p>(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and</p>	<p>Unit 1: Matching Texts to Learning: <i>We Live in Communities</i>, T187 Unit 2: Map: Fall Migration of Monarch Butterflies, T358 Map: Spring Migration of Monarch Butterflies, T359 Map: Migration of Mexican Free-tailed Bat, T362 Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller (map), T92-T93 Maps: Who are the Abenaki people?, 276-277</p>

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<p>(C) examine information from various sources about places and regions.</p>	<p>Unit 1: <i>How Many Stars in the Sky?</i>, T38-T55 Matching Texts to Learning: <i>Continents and Oceans</i>, T186 Matching Texts to Learning: <i>Travel the United States</i>, T186 Matching Texts to Learning: <i>Los Angeles Over the Years</i>, T186 Matching Texts to Learning: <i>Cool Notes from Antarctica</i>, T187 <i>You Can't Climb a Cactus</i>, T334-T349</p> <p>Unit 2: Informational Text: <i>Patterns on the Prairie</i>, T30-T31 Interact with Sources: <i>Explore the Infographic, Grassy Places</i>, T98-T99 <i>A Home on the Prairie</i>, T116-T129</p> <p>Unit 3: Cross-Curricular Perspectives: <i>Social Studies, Wabanaki (chart/map)</i>, T276 Cross-Curricular Perspectives: <i>Social Studies, Connect</i>, T278 Interact with Sources: <i>Explore the Infographic, Traditional Food</i>, T328-T329</p> <p>Unit 4: Interact with Sources: <i>Explore the Infographic, Creative Places</i>, T100-T101 <i>Building on Nature: The Life of Antoni Gaudi</i>, T116-T119 Cross-Curricular Perspectives: <i>Social Studies, Gaudi's Buildings</i>, T137</p> <p>Unit 5: Interact with Sources: <i>Explore the Infographic, Earth's Features</i>, T20-T21 Decodable Text: <i>The Best Place</i>, T28-T29 Matching Texts to Learning: <i>Glaciers</i>, T34 Matching Texts to Learning: <i>Continents on the Move</i>, T35 <i>Introducing Landforms</i>, T38-T57 Cross-Curricular Perspectives: <i>Science, Oceans</i>, T40</p>

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<p>(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:</p>	
<p>(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;</p>	<p>Unit 2: Interact with Sources: Explore the Poem, Circle of Seasons, T170-T171 <i>The Seasons of Arnold's Apple Tree</i>, T188-T211</p> <p>Unit 3: Interact with Sources: Explore the Infographic, The World of the Storyteller, T92-T93 Cross-Curricular Perspectives: Social Studies, Winter/Ojibwe, T122 Cross-Curricular Perspectives: Social Studies, Winter Ojibwe Villages, T129</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Lightning!, T178-T179 Drama: Preparing for the Storm, T188-T189 <i>Where Do They Go in Rain or Snow?</i>, T196-T213 Decodable Reader: <i>Fun in August</i>, T217 Matching Texts to Learning: <i>At the Weather Station</i>, T348</p>
<p>(B) describe how natural resources and natural hazards affect activities and settlement patterns;</p>	<p>Unit 1: Decodable Reader: Homes, T135</p> <p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Wigwams, T119</p> <p>Unit 5: Matching Texts to Learning: <i>Our Changing Earth</i>, T35 What is a volcano?/Mountains of lava, T56-T57 <i>How Water Shapes the Earth</i>, T116-T127 <i>How Earthquakes Shape the Earth</i>, T128-T139 Interact with Sources: Explore the Infographic, Earth Erupts, T254-T255 <i>Volcano Wakes Up!</i>, T272-T293 Cross-Curricular Perspectives: Science, Effects of a Volcano, T287</p>

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<p>(C) explain how people depend on the physical environment and natural resources to meet basic needs; and</p>	<p>Unit 1: Decodable Reader: Homes, T135</p> <p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ice Fishing, T115 Cross-Curricular Perspectives: Social Studies, Ojibwe, T117 Cross-Curricular Perspectives: Social Studies, Wigwams, T119 Cross-Curricular Perspectives: Social Studies, Deer, T121 <i>The Abenaki</i>, T274-T287 Cross-Curricular Perspectives: Social Studies, Connect, T278 Cross-Curricular Perspectives: Social Studies, Natural Resources, T279</p> <p>Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34 Cross-Curricular Perspectives: Science, Fresh Water, T44 Good for farming, T51 Soil, T365-T366</p>

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<p>(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Seeing Stars (country/city), T20-T21 <i>How Many Stars in the Sky?</i>, T38-T55 Cross-Curricular Perspectives: Social Studies, City/Rural, T45 Cross-Curricular Perspectives: Social Studies, Urban/Suburban/Rural, T51 Matching Texts to Learning: <i>We Live in Communities</i>, T187 Interact with Sources: Explore the Poem, City Sights, T248-T249 Poem: "Rudolph Is Tired of the City," T272-T273 Cross-Curricular Perspectives: Social Studies, Differences between Urban and Rural, T273 Realistic Fiction: A New Home, T326-T327 Compare Across Text: You Are Here, T388-T389</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ojibwe (clans), T112 Cross-Curricular Perspectives: Social Studies, Ojibwe (bands), T130 <i>The Abenaki</i>, T274-T287</p> <p>Unit 4: <i>Building on Nature: The Life of Antoni Gaudi</i>, T118-T139 Cross-Curricular Perspectives: Social Studies, Barcelona, T124</p>

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<p>(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p>	
<p>(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Types of Communities, T40 Cross-Curricular Perspectives: Social Studies, City/Rural, T45 Unit 2: Informational Text: Patterns on the Prairie, T30-T31 <i>A Green Kid's Guide to Watering Plants</i>, T36-T57 Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34</p>
<p>(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and</p>	<p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31 <i>A Green Kid's Guide to Watering Plants</i>, T36-T57 Unit 4: Interact with Sources: Explore the Infographic, Community Care, T180-T181 Unit 5: Matching Texts to Learning: <i>Logging Our Forests</i>, T34</p>
<p>(C) identify ways people can conserve and replenish natural resources.</p>	<p>Unit 2: Informational Text: Patterns on the Prairie, T30-T31 Harvest the Rain, T57 Unit 3: Decodable Reader: Earth Every Day, T55 Unit 4: Interact with Sources: Explore the Infographic, Community Care, T180-T181 Interact with Sources: Explore the Infographic, Old Stuff, New Uses, T262-T263 <i>One Plastic Bag</i>, T280-T303 First Read, Recycle, T282, T287 <i>Kids Can Be Big Helpers</i>, T362-T377</p>

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(9) Economics. The student understands the value of work. The student is expected to:	
(A) explain how work provides income to purchase goods and services; and	Unit 1: Matching Texts to Learning: <i>Cool Jobs</i> , T187 So Many Places (work), T207
(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.	Unit 1: Matching Texts to Learning: <i>Cool Jobs</i> , T187 So Many Places (work), T207
(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	
(A) distinguish between producing and consuming;	Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Grocery Store, T202-T203 Cross-Curricular Perspectives: Social Studies, Producers and Consumers, T203
(B) identify ways in which people are both producers and consumers; and	Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Grocery Store, T202-T203 Cross-Curricular Perspectives: Social Studies, Producers and Consumers, T203
(C) examine the development of a product from a natural resource to a finished product.	Unit 1: Intervention Activity: Identify Informational Text, Farm to Table, T188 Decodable Reader: <i>A Hot Job</i> , T59 Unit 2: <i>The Seasons of Arnold's Apple Tree</i> , T188-T211 Unit 3: Intervention Activity: Discuss Author's Purpose, How to Build a Log Cabin, T142 Unit 4: Cross-Curricular Perspectives: Social Studies, Copper, T122

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(11) Government. The student understands the purpose of governments. The student is expected to:	
(A) identify functions of governments such as establishing order, providing security, and managing conflict;	Unit 1: <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Buildings (government run), T193
(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and	Unit 1: Cross-Curricular Perspectives: Social Studies, Police Officer, T126 <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Buildings (services), T193 Cross-Curricular Perspectives: Social Studies, Diagram, "Fighting Fires," T205
(C) describe how governments tax citizens to pay for services.	For opportunities to address this standard please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Police Officer, T126 <i>Places We Go</i> , T190-T207 Cross-Curricular Perspectives: Social Studies, Buildings (government run), T193 Cross-Curricular Perspectives: Social Studies, Diagram, "Fighting Fires," T205
(12) Government. The student understands the role of public officials. The student is expected to:	
(A) name current public officials, including mayor, governor, and president;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(B) compare the roles of public officials, including mayor, governor, and president;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(C) identify ways that public officials are selected, including election and appointment to office; and	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</p>	<p>For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy’s Project, T106-T107 <i>Maybe Something Beautiful</i>, T114-T131 Academic Vocabulary: Integrate, T146 Informational Text: Helping the Community, T182-T183 Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Decodable Text: <i>Cleaning the Beach</i>, T270-T271 Persuasive Text: Volunteering Helps Everyone, T354-T355 <i>Kids Can Be Big Helpers</i>, T362-T377</p>
<p>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p>	
<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy’s Project, T106-T107 <i>Maybe Something Beautiful</i>, T114-T131 Academic Vocabulary: Integrate, T146 Informational Text: Helping the Community, T182-T183 Unit 3: Decodable Reader: Earth Every Day, T55 Unit 4: Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Decodable Text: <i>Cleaning the Beach</i>, T270-T271 Persuasive Text: Volunteering Helps Everyone, T354-T355 <i>Kids Can Be Big Helpers</i>, T362-T377 Cross-Curricular Perspectives: Social Studies, Benefits of Giving, T367</p>

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<p>(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, People Who Were First, T20-T21 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Cross-Curricular Perspectives: Social Studies, Florence Nightingale, T40 Cross-Curricular Perspectives: Social Studies, Clara Barton, T46 Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T115</p>
<p>(C) identify other individuals who exemplify good citizenship; and</p>	<p>Unit 4: Narrative Nonfiction: Biography: Jackie Robinson: Opening the Doors, T30-T31 Realistic Fiction: Making a Difference in Your Community, T190-T191 Narrative Nonfiction: Biography, Shoes and Hands Across the World, T272 Book Club: Launch <i>John Chapman: Planter and Pioneer</i>, T446-T447</p>

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<p>(D) identify ways to actively practice good citizenship, including involvement in community service.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, We Make Our Neighborhood Better, T96-T97 Realistic Fiction: Troy's Project, T106-T107 Intervention Activity: Identify Realistic Fiction, Lots of Choices (food for a shelter), T112 <i>Maybe Something Beautiful</i>, T114-T131 Cross-Curricular Perspectives: Social Studies, Connect, T120 Cross-Curricular Perspectives: Social Studies, Block Party, T125 Cross-Curricular Perspectives: Social Studies, Connect, T128 Academic Vocabulary: Integrate, T146 Informational Text: Helping the Community, T182-T183 Cross-Curricular Perspectives: Social Studies, T343</p> <p>Unit 4: Watch: "Making Connections," T12 Matching Texts to Learning: <i>Helping Your Community</i>, T34 <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i>, T38-T59 Interact with Sources: Explore the Infographic, Community Care, T180-T181 Decodable Text: <i>A Place to Play</i>, T188-T189 Realistic Fiction: Making a Difference in Your Community, T190-T191 <i>The Garden of Happiness</i>, T198-T221 Cross-Curricular Perspectives: Social Studies, Nonprofit Organizations, T205 Decodable Text: <i>Cleaning the Beach</i>, T270-T271 Persuasive Text: Volunteering Helps Everyone, T354-T355 <i>Kids Can Be Big Helpers</i>, T362-T377 Cross-Curricular Perspectives: Social Studies, Shelters, T375 Cross-Curricular Perspectives: Social Studies, Benefits of Giving, T367</p>

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<p align="center">Texas Essential Knowledge and Skills for Social Studies Grade 2</p>	<p align="center">Texas myView Literacy Grade 2, ©2019</p>
<p>(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>	
<p>(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p>	<p>For opportunities to address this standard please see: Unit 4: Matching Texts to Learning: <i>Independence Day</i>, T115</p>
<p>(B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";</p>	<p>For opportunities to address this standard please see: Unit 4: Matching Texts to Learning: <i>Independence Day</i>, T115</p>
<p>(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and</p>	<p>For opportunities to address this standard please see: Unit 4: Matching Texts to Learning: <i>Independence Day</i>, T115</p>
<p>(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>	<p>Unit 4: <i>The Garden of Happiness</i>, T198-T221 Interact with Sources: Explore the Infographic, Look What We Can Do!, T344-T345 Unit 5: Minilesson: Talk About It (Mt. Rushmore), T382-T383</p>

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<p>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</p>	
<p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</p>	<p>Unit 1: <i>Maybe Something Beautiful</i>, T114-T131</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Traditional Tales, T20-T21 Traditional Tales: Fables, The Lion and the Mouse, T30-T31 From <i>Fables</i>, T38-T51 Interact with Sources: Explore the Infographic, The World of the Storyteller, T92-T93 Minilesson: Traditional Tale: Legend, T104-T105 <i>The Legend of the Lady Slipper</i>, T110-T133 Minilesson: Folktales, T186-T187 <i>Interstellar Cinderella</i>, T192-T205 <i>Cendrillion: An Island Cinderella</i>, T206-T216 Matching Texts to Learning: <i>Learning About Traditions</i>, T271 <i>The Abenaki</i>, T274-T287</p> <p>Unit 4: <i>The Garden of Happiness</i>, T198-T221</p>

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<p>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p>	<p>Unit 1: <i>Maybe Something Beautiful</i>, T114-T131 Cross-Curricular Perspectives: Social Studies, Art, T122</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Traditional Tales, T20-T21 Traditional Tales: Fables, The Lion and the Mouse, T30-T31 Cross-Curricular Perspectives: Social Studies, Oral Storytelling, T40 Interact with Sources: Explore the Infographic, The World of the Storyteller, T92-T93 Minilesson: Traditional Tale: Legend, T104-T105 <i>The Legend of the Lady Slipper</i>, T110-T133 Cross-Curricular Perspectives: Social Studies, Native American Stories, T133 Minilesson: Folktales, T186-T187 <i>Interstellar Cinderella</i>, T192-T205 <i>Cendrillion: An Island Cinderella</i>, T206-T216 <i>The Abenaki</i>, T274-T287</p> <p>Unit 4: <i>The Garden of Happiness</i>, T198-T221</p>

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<p>(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</p>	
<p>(A) identify the significance of various ethnic and/or cultural celebrations; and;</p>	<p>Unit 1: <i>Maybe Something Beautiful</i> (block party), T114-T131</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Chopsticks/Noodles/Celebrations, T355 Cross-Curricular Perspectives: Social Studies, Bread, T358 Integrate Your Instruction: Social Studies, T405 Matching Texts to Learning: <i>Traditions Around the World</i>, T188 Matching Texts to Learning: <i>Celebrate With Food</i>, T270 Matching Texts to Learning: <i>Happy New Year!</i>, T271 <i>The Abenaki</i>, T274-T287 <i>My Food, Your Food</i>, T346-T367</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Dragons, T127</p>
<p>(B) compare ethnic and/or cultural celebrations.</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, Ojibwe, T124 Matching Texts to Learning: <i>Traditions Around the World</i>, T188 Matching Texts to Learning: <i>Celebrate With Food</i>, T270 Matching Texts to Learning: <i>Happy New Year!</i>, T271 What customs from long ago are still important to the Abenaki?, T281 <i>My Food, Your Food</i>, T346-T367</p>

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<p>(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</p>	
<p>(A) describe how science and technology change communication, transportation, and recreation; and</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, Science-Fiction, T202 Unit 4: <i>The Garden of Happiness</i>, T198-T221 Unit 5: Matching Texts to Learning: <i>Technology Then and Now</i>, T112 Matching Texts to Learning: <i>Objects in Space</i>, T269</p>
<p>(B) explain how science and technology change the ways in which people meet basic needs.</p>	<p>Unit 4: <i>The Garden of Happiness</i>, T198-T221 <i>One Plastic Bag</i>, T280-T303 Unit 5: Matching Texts to Learning: <i>Technology Then and Now</i>, T112</p>
<p>(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;</p>	<p>Unit 1: Integrate Your Instruction: Social Studies, T387 Research: Interview an Expert, T404-T405 Collaborate and Discuss: Analyze Student Model, 406 Primary and Secondary Sources: Collaborate (interview), T406 Unit 2: Inquire: Collaborate, T418 Unit 3: Inquire: Collaborate, T418 Unit 4: Integrate Your Instruction: Social Studies, T415 Inquire: Collaborate, T428 Unit 5: Inquire: Collaborate, T418 Conduct Research: Use Media to Research, T422-T423</p>

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<p>(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;</p>	<p>Unit 1: Interact with Sources: Explore the Diagram, Fighting Fires, T172-173 Cross-Curricular Perspectives: Social Studies, T192 Interact with Sources: Explore the Infographic, Two Different Places, T316-T317 Cross-Curricular Perspectives: Social Studies, Illustrations, T344 Research Articles, T400 Extend Research, Include Media, T408-T409</p> <p>Unit 2: Research Articles, T418 Conduct Research: Library Database and Books, T422-T423</p> <p>Unit 3: Research Articles, T418 Conduct Research: Search Online, T422-T423</p> <p>Unit 4: Research Articles, T428 Conduct Research: Use a Web Site, T432-T433</p> <p>Unit 5: Informational Text: The Grand Canyon (artifacts), T30-T31 Research Articles, T418 Conduct Research: Use Media to Research, T422-T423</p>

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<p>(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;</p>	<p>Unit 1: Minilesson: Develop Vocabulary, T208 Student Interactive: Develop Vocabulary, T209 Strategy Group: Develop Vocabulary, T212 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 Conduct Research: Search Online, T422-T423 Unit 4: Strategy Group: Develop Vocabulary, T382 Conduct Research: Use a Web Site, T432-T433 Unit 5: ELL Targeted Support: Use Resources, T392 Conduct Research: Use Media to Research, T422-T423</p>
<p>(D) sequence and categorize information; and</p>	<p>Unit 1: Minilesson: Sequence, T152-T153 Unit 2: Mentor Stack: Conferences, Explore Develop Details, Categorize, T158 Conference Support for ELL: Intermediate, Categorize, T158 Writing Support: Shared, Categorize, T161 ELL Targeted Support: Organizing Details, Advanced/Advanced High, Categorize, T241 Conference Support for ELL: Advanced High, Categorize, T322 ELL Targeted Support: Beginning/Intermediate, Categorize, T353 Unit 3: ELL Targeted Support: Intermediate, Categorize, T93 ELL Targeted Support: Intermediate, Categorize, T257</p>

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<p>(Continued)</p>	<p>(Continued) Unit 4: ELL Targeted Support: Supporting Ideas, T33 Minilesson: Sequence of Events, T252-T253 Unit 5: Minilesson: Plan Your How-To Book, T92-T93 <i>Rocks!</i> T352-T367</p>
<p>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>	<p>This standard is taught throughout the myView program. See representative citations: Unit 1: Minilesson: Identify Main Idea, T214-T215 Minilesson: Talk About It (compare and contrast), T222-T223 Small Group: Conferring, Compare Texts, T225 Minilesson: Make and Confirm Predictions, T360-T361 Compare Across Texts: You Are Here, T388-T389 Unit 2: Close Read: Confirm or Adjust Predictions, T118-T119 Minilesson: Make and Confirm Predictions, T140-T141 Minilesson: Topic and Main Idea, T160-T161 Small Group: Intervention Activity, Compare Text, T310 Compare Across Texts: Nature’s Wonders, T406-T407 Unit 3: First Read: Talk, Make Predictions, T199 Close Read: Compare and Contrast Stories, T199 Respond and Analyze: My View, T217 Minilesson: Informational Text (main idea), T268-T269 Compare Across Texts: Our Traditions, T407</p>

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<p>(Continued)</p>	<p>(Continued) Unit 4: Matching Texts to Learning: <i>Helping Your Community</i> (compare and contrast), T34 Cross-Curricular Perspectives: Social Studies, Church of the Holy Family, T138 Minilesson: Make and Confirm Predictions, T314-T315 Compare Across Texts, Making a Difference, T416-T417 Unit 5: Compare Texts: <i>How Water Shapes the Earth/How Earthquakes Shape the Earth</i>, T128 Minilesson: Compare and Contrast Texts, T145 Minilesson: Confirm or Adjust Predictions, T224-T225 Close Read, Main Idea, T367 Minilesson: Identify Main Idea, 374-T375</p>
<p>(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	
<p>(A) express ideas orally based on knowledge and experiences; and</p>	<p>Unit 1: Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 Unit 2: Celebrate and Reflect: Share, T428 Unit 3: Share Back, T165 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilesson: Assessment, T402 Celebrate and Reflect: Share, T428 Unit 4: Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 Unit 5: Celebrate and Reflect: Share, T428</p>

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<p>(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p>Unit 1: Independent Writing, T238 Independent Writing, T239 Independent Writing, T308 Apply Adding Details, T309</p> <p>Unit 2: Conference Support for ELL: Intermediate, Categorize, T158 Extend Research: Create a Poster with Images, T426</p> <p>Unit 3: Independent Writing, T82 Independent Writing, T401 Minilesson: Publish and Celebrate, T401 Writing Assessment: Poetry, T403 Explore and Plan: Explore Opinion Writing, T420-T421</p> <p>Unit 4: Minilesson: Biography, T32-T33 ELL Targeted Support: Supporting Ideas, T33 On-Level and Advanced: Inquiry, Question and Investigate, T36 ELL Targeted Support: Retelling and Summarizing (graphic organizers), T139 Compare Across Texts: Making a difference, T416-T417</p> <p>Unit 5: Minilesson: Plan Your How-To Book, T92 Writing Club, T249 Conduct Research: Use Media to Research, T422 Make a Video or Record Infomercial, T426</p>

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<p>(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Unit 1: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 2: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 3: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 4: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 5: Week 6: Project-Based Inquiry, Problem-Solving, T5</p>
<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>	<p>For supporting content please see: Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T387 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387 Compare Across Texts: You Are Here, T388-T389 Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T405 Project-Based Inquiry: Integrate your Instruction, Social Studies, T405 Compare Across Texts: Our Traditions, T406-T407 Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T414 Project-Based Inquiry: Integrate your Instruction, Social Studies, T414 Compare Across Texts: Making a Difference, T414-T415</p>