



SuccessMaker[®]

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Texas myView Literacy ©2020 Grade 2 | myView Teacher Edition Unit / Page Number | SuccessMaker Item Description | Item ID |
|--|---|--|---------------|
| Unit 1 | | | |
| Week 1 | | | |
| Phonics: Long and Short Vowels | Unit 1 T22 | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns. | smre_ip_00014 |
| | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |
| | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| | | Students learn to read words with long vowel patterns: oo, ew, ue, and ui. | smre_di_00005 |
| | | Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures. | smre_ip_00015 |
| | | Students identify pictures that have the long i sound. | smre_ip_00005 |

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| | | Students listen to or read the literary text, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions. | smre_ip_00001 |
| | | Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00016 |
| | | Students learn to read words with long vowel patterns: e, ea, ee, and y. | smre_di_00010 |
| | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |
| | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| | | Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures. | smre_ip_00004 |
| | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |
| | | Students identify pictures that have the long e sound. | smre_ip_00033 |
| Minilessons: Realistic Fiction | Unit 1 T32 | Students recognize organizational patterns of text: problem and solution. Students match the problem to its correct solution. | smre_pp_00053 |
| | | Students listen to or read the literary text, "Problem Solved!" Students recognize organizational patterns of text: problem and solution. | smre_ip_00159 |

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| | | Students listen to or read the literary text, "Lost Lucky Shirt." Students also answer questions about the setting of the story and use prior knowledge to understand unfamiliar words. | smre_ip_00158 |
| | | Students listen to or read the literary text, "Save Those Nuts." Students identify a character's actions, motives, emotions, traits, and feelings. | smre_ip_00191 |
| | | Students learn to identify a character's actions, motives, emotions, traits, and feelings. | smre_di_00044 |
| | | Students learn to recognize organizational patterns of text: problem and solution. | smre_di_00036 |
| | | Review: Students read "Summer Vacation." Students answer questions about theme, comparing and contrasting, and problem and solution. | smre_pp_00056 |
| | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | Students learn about recognizing the problem and solution in a mystery. | smre_di_00031 |
| | | Students listen to or read the literary text, "Ari's Mystery." Students answer questions about solving the problem in a mystery. | smre_ip_00150 |
| | | Students identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| Close Read: Describe and Understand Setting | Unit 1 T41 | Students read the fictional passage, "The Big Day." Students answer questions about setting and draw conclusions. | smre_pp_00039 |

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| | | Students listen to or read the literary text, "Lost Lucky Shirt." Students also answer questions about the setting of the story and use prior knowledge to understand unfamiliar words. | smre_ip_00158 |
| | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | Students learn to answer questions about setting. | smre_di_00024 |
| | | Students answer questions about setting. | smre_ip_00056 |
| Possible Teaching Point: Academic Vocabulary: Related Words | Unit 1 T41 | Students complete sentences using grade-level content words. | smre_ip_01269 |
| | | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle. | smre_pp_00024 |
| | | Students complete sentences using grade-level content words. | smre_ip_00084 |
| | | Students complete sentences using grade-level content words. | smre_ip_01275 |
| | | Students complete sentences using grade-level content words. | smre_ip_00055 |
| Possible Teaching Point: Read Like a Writer: Author's Craft | Unit 1 T52 | Students recognize figurative language: alliteration. | smre_ip_00187 |
| | | Students learn to recognize figurative language: alliteration. | smre_di_00050 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_pp_00457 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_ip_00200 |

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| Reading Workshop: Selection SI Wrap: How Many Stars in the Sky? | Unit 1 T53 | | |
| First Read: Look | Unit 1 T53 | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042 |
| | | Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes. | smre_di_00045 |
| | | Students listen to or read the literary text, "Save Those Nuts." Students identify a character's actions, motives, emotions, traits, and feelings. | smre_ip_00191 |
| | | Students learn to identify a character's actions, motives, emotions, traits, and feelings. | smre_di_00044 |
| | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
| | | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words. | smre_pp_00064 |

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| | | Students identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |
| | | Students listen to or read the literary text, "Snow Day." Students answer what-if, why, and how questions and answer questions about main characters. | smre_ip_00102 |
| | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| First Read: Ask | Unit 1 T55 | Students read a friendly letter. Students then answer questions using QAR strategies. | smre_pp_00459 |
| | | Review: Students read the paragraph and answer literal questions. | smre_pp_00016 |
| | | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |

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| Minilesson: Develop Vocabulary | Unit 1 T56 | Students listen to or read the literary text, "The Missing Bike." Students identify the two words that make up a compound word. | smre_ip_00168 |
| | | Students build compound words and then use the words to complete sentences. | smre_ip_00147 |
| | | Students learn to identify the two words that make up a compound word. | smre_di_00042 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| | | Students recognize compound words and match the words in the word boxes to make compound words. | smre_pp_00060 |
| Fluency:Prosody | Unit 1 T58 | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00023 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00143 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00121 |
| | | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00054 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00085 |

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| | | Students are prompted to fluently read one of two literary texts: "The Shopping List" or "The Pancake Signs." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00179 |
| | | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
| | | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00128 |
| | | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01268 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00742 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00748 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00019 |

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| | | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00039 |
| | | Students are prompted to fluently read one of two informational texts: "A Forest Full of Trees" or "Speed." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00131 |
| | | Students are prompted to fluently read the one of two literary texts: "Let's Play Ball" and "The Relay Race." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00125 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_01220 |
| | | Students are prompted to fluently read the informational text, "Polar Bears," or the literary text, "Treasure Garden." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00086 |
| | | Students are prompted to read one of two literary texts, "Save Those Nuts," and "Jackrabbit and Roadrunner." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00134 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00744 |

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| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00066 |
| | | Students are prompted to fluently read one of two literary texts: "A Day at the Races" or "A Good Egg." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00180 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00108 |
| | | Review: Students read "A Day at the Park." Students answer questions about fantasy and realism, cause and effect, and comparing and contrasting. | smre_pp_00068 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00745 |
| | | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00067 |
| | | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00020 |
| | | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |

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| | | Students are prompted to read one of two literary texts: "Twin Sisters" or "Hurricane Trackers." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01272 |
| | | Students read grade-level text with 95-100 percent accuracy. | smre_ip_00006 |
| Minilesson: Related Words | Unit 1 T74 | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | Students complete sentences using words that end with -tion, -ture, and -ion. | smre_pp_02371 |
| | | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences. | smre_ip_02371 |
| | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion. | smre_itr_02371 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |
| | | Students learn to read words with the final syllables -tion, -ture, and -ion. | smre_di_02371 |
| Lessons 1, 5: Spell Words with Short Vowels and High Frequency Words which, than | Unit 1 T78-T79 | Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures. | smre_ip_00015 |

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| | | Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures. | smre_ip_00004 |
| Genre Immersion Lesson: The Author | Unit 1 T86 | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |
| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |

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| | | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences. | smre_itr_02305 |
| | | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
| Week 2 | | | |
| Phonological Awareness: Listen for Long and Short Vowels | Unit 1 T98 | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |
| | | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00013 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |

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| | | Students learn to read words with long vowel patterns: oo, ew, ue, and ui. | smre_di_00005 |
| | | Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures. | smre_ip_00015 |
| | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00016 |
| | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| | | Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures. | smre_ip_00004 |
| | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |
| Phonics: Decode Words with Long Vowels | Unit 1 T100 | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns. | smre_ip_00014 |
| | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |

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| | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00013 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| | | Students learn to read words with long vowel patterns: oo, ew, ue, and ui. | smre_di_00005 |
| | | Students label a picture with the correct word. Correct answers focus on VCe words. | smre_ip_00003 |
| | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | Students learn to read VCe words. | smre_di_00001 |
| | | Students listen to or read the literary text, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions. | smre_ip_00001 |
| | | Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00016 |

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| | | Students learn to read words with long vowel patterns: e, ea, ee, and y. | smre_di_00010 |
| | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |
| | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| | | Students practice reading VCe words. | smre_pp_00002 |
| | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |
| | | Students identify pictures that have the long e sound. | smre_ip_00033 |
| Minilesson: Synonyms | Unit 1 T150 | Students listen to or read the literary text, "Time for a Picnic." Students recognize organizational patterns of text: cause and effect. Students also answer questions about synonyms and antonyms. | smre_ip_00117 |
| Minilesson: Sequence | Unit 1 T152 | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Students learn to recognize the elements of plot: beginning, middle, and end. | smre_di_00012 |
| | | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |

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| Lessons 1, 5: Spell Words with Long Vowels CVCe and High Frequency Words long, called | Unit 1 T154-T155 | Students use the correct vowels to complete words that have the CVCe or the CVVC pattern. | smre_pp_00003 |
| | | Students label a picture with the correct word. Correct answers focus on VCe words. | smre_ip_00003 |
| | | Students learn to read VCe words. | smre_di_00001 |
| | | Students listen to or read the literary text, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions. | smre_ip_00001 |
| | | Students practice reading VCe words. | smre_pp_00002 |
| Week 3 | | | |
| Minilesson: Phonics: Consonant Blends | Unit 1 T178 | Students label a picture with the correct word. Correct answers focus on words with three-letter consonant blends. | smre_ip_01157 |
| | | Students complete sentences using words with three-letter consonant blends. | smre_ip_01158 |
| | | Students practice reading words with the three-letter consonant blends by cutting out word parts, making words, and writing the words. | smre_pp_00417 |
| | | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |
| | | Students learn to read that begin with three-letter consonant blends. | smre_di_00313 |

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| Minilesson: Identify Main Idea | Unit 1 T214 | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words. | smre_ip_00081 |
| | | Students learn to identify the main idea of a passage. | smre_di_00016 |
| | | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042 |
| | | Students learn to identify explicit and implicit main ideas. | smre_di_00021 |
| | | Students retell the main idea. Students also read each paragraph and write the main idea. | smre_pp_00023 |
| | | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details. | smre_ip_00059 |
| | | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea. | smre_pp_00032 |
| | | Students retell the main idea. Students also read "Beth's Plan" and answer the questions. | smre_pp_00017 |
| | | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea. | smre_pp_00031 |

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| | | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea. | smre_pp_00026 |
| | | Students learn to identify the explicit main idea. | smre_di_00011 |
| Minilesson: Explore the Structure of Fiction | Unit 1 T238 | Students learn to recognize elements of literature: dialogue and narration. | smre_di_00032 |
| | | Students recognize dialogue and narration. Students circle the sentences that show dialogue. | smre_pp_00047 |
| | | Students listen to or read the literary text, "Let's Play Ball." Students recognize elements of literature: dialogue and narration. | smre_ip_00152 |
| Week 4 | | | |
| Minilesson: Phonics: Consonant Digraphs ch, sh, wh, th, ph and Trigraph tch | Unit 1 T254 | Students listen to or read the literary text, "Two Trails." Students identify words with the consonant digraphs ch, sh, wh, and th. | smre_ip_00010 |
| | | Students build words with the consonant digraphs sh, the, wh, ch, and tch. Students will then use the words to complete sentences. | smre_ip_00008 |
| | | Students identify sentences with errors and then correct the sentences with words that have initial consonant digraphs. | smre_ip_00009 |
| | | Students learn to read words with consonant digraphs: sh, th, wh, ch, tch. | smre_di_00003 |
| | | Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs. | smre_pp_00007 |
| | | Students use initial digraphs (sh, th, ph, wh, ch) to fill in the blanks and read the words in context. | smre_pp_00004 |

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| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| Minilesson: Word Parts | Unit 1 T294 | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words. | smre_di_02372 |
| | | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |
| | | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able. | smre_pp_02372 |
| | | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words. | smre_di_00043 |
| | | Students complete sentences using words that end with -tion, -ture, and -ion. | smre_pp_02371 |
| | | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences. | smre_ip_00181 |
| | | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words. | smre_itr_02309 |
| | | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible. | smre_ip_02372 |

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| | | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences. | smre_ip_02371 |
| | | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion. | smre_itr_02371 |
| | | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish. | smre_pp_00062 |
| | | Students learn to read words with the final syllables -tion, -ture, and -ion. | smre_di_02371 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| Lessons 2-5: Language & Conventions: Sentences and End Punctuation | Unit 1 T300-T301 | Students will identify declarative and interrogative sentences. | smre_ip_02305 |
| | | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences. | smre_itr_02305 |
| | | Students will read sentences to determine if they are interrogative sentences or declarative sentences. | smre_pp_02305 |
| | | Students will learn about declarative and interrogative sentences. | smre_di_02305 |
| Week 5 | | | |
| Minilesson: Phonics: Decode Words with Inflected Endings -s, -es, -ed, -ing | Unit 1 T320 | Students learn about changing y to i to make plural words. | smre_di_02367 |

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| | | Students will learn about doubling consonants before adding inflected endings to words. | smre_di_00004 |
| | | Students build words with inflectional endings and then use those words to complete sentences. | smre_ip_00025 |
| | | Students build plural words by changing y to i. Students then use the words to complete sentences. | smre_ip_02367 |
| | | Students listen to or read the decodable text, "Lifting." Students read and identify words with inflectional endings, including words that double the consonant before the ending. | smre_ip_00012 |
| | | Students practice reading and writing words that change the y to i before adding -s or -es. | smre_pp_02367 |
| | | Students practice doubling the consonant before adding the inflectional endings -ed and -ing to words. | smre_pp_00005 |
| | | Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i. | smre_itr_02367 |
| | | Students identify sentences with errors and then correct the sentences with words that have inflectional endings. The word choices include words that double the consonant before the inflectional ending. | smre_ip_00011 |
| Close Read: Describe and Understand Plot Elements | Unit 1 T349 | Students recognize organizational patterns of text: problem and solution. Students match the problem to its correct solution. | smre_pp_00053 |
| | | Students listen to or read the literary text, "Problem Solved!" Students recognize organizational patterns of text: problem and solution. | smre_ip_00159 |

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| | | Students learn to recognize organizational patterns of text: problem and solution. | smre_di_00036 |
| | | Review: Students read "Summer Vacation." Students answer questions about theme, comparing and contrasting, and problem and solution. | smre_pp_00056 |
| | | Students learn about recognizing the problem and solution in a mystery. | smre_di_00031 |
| | | Students listen to or read the literary text, "Ari's Mystery." Students answer questions about solving the problem in a mystery. | smre_ip_00150 |
| Minilesson: Develop Vocabulary | Unit 1 T350 | Students learn to determine the meaning of multiple-meaning words: homonyms. | smre_di_00052 |
| | | Students understand the meaning of multiple-meaning words: homophones and homographs. Students circle the word that best completes each sentence. | smre_pp_00071 |
| | | Students listen to or read the literary text, "The Shopping List." Students determine the meaning of multiple-meaning words: homophones. | smre_ip_00202 |
| Minilesson: Make and Confirm Predictions | Unit 1 T360 | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |
| | | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |

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| Strategy Group: COMPARE TEXTS | Unit 1 T366 | Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes. | smre_di_00045 |
| | | Students listen to or read two fiction passages: "Mouse to the Rescue" and "Ant Saves the Day." Students make comparisons across different versions of reading selections on the same topic. | smre_ip_00193 |
| Lesson 5: Spell Words with Inflected Endings and High Frequency Words follow, show | Unit 1 T373 | Students learn about changing y to i to make plural words. | smre_di_02367 |
| | | Students will learn about doubling consonants before adding inflected endings to words. | smre_di_00004 |
| | | Students build words with inflectional endings and then use those words to complete sentences. | smre_ip_00025 |
| | | Students build plural words by changing y to i. Students then use the words to complete sentences. | smre_ip_02367 |
| | | Students listen to or read the decodable text, "Lifting." Students read and identify words with inflectional endings, including words that double the consonant before the ending. | smre_ip_00012 |
| | | Students practice reading and writing words that change the y to i before adding -s or -es. | smre_pp_02367 |
| | | Students practice doubling the consonant before adding the inflectional endings -ed and -ing to words. | smre_pp_00005 |

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| | | Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i. | smre_itr_02367 |
| | | Students identify sentences with errors and then correct the sentences with words that have inflectional endings. The word choices include words that double the consonant before the inflectional ending. | smre_ip_00011 |
| Week 6 | | | |
| Minilesson: Phonics: Decode and Spell Words with r-Controlled Vowels | Unit 1 T390 | Students listen to or read the literary text, "The Missing Spider." Students also recognize the sounds and spellings of r-controlled vowels (ar, or, ore). | smre_ip_00148 |
| | | Students recognize the sounds and spellings of r-controlled vowels (ar, or, and ore). Students circle words with r-controlled vowels. Students then cut and paste the picture below the matching sentence. | smre_pp_00045 |
| | | Students recognize the sounds and spellings of r-controlled vowels by identifying pictures and building words to match the pictures. | smre_ip_00138 |
| | | Students read the decodable text, "Herb Helps Out." Students recognize the sounds and spellings of r-controlled vowels (er, ir, and ur). | smre_itr_02374 |
| | | Students practice reading r-controlled vowels (er, ir, ur) by circling the correct word for each picture. | smre_pp_02374 |
| | | Students sort words with the r-controlled vowels ar, or, ore and oar. | smre_ip_00137 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: er, ir, and ur. | smre_di_02374 |

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| | | Students complete sentences using words with the r-controlled vowels er, ir, and ur. | smre_ip_02374 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: ar, or, ore, and oar. | smre_di_00030 |
| | | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |
| Unit 2 | | | |
| Week 1 | | | |
| Phonics: Contractions | Unit 2 T22 | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| Wrap-Up: Cause/Effect | Unit 2 T31 | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00185 |

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| | | Students recognize organizational patterns of text: cause and effect. Students write the cause and effect for each sentence. | smre_pp_00067 |
| | | Students listen to or read the informational text, "A Forest Full of Trees." Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00197 |
| | | Students learn to identify cause-and-effect relationships that are stated or implied in text (because, so). | smre_di_00048 |
| Possible Teaching Point: Academic Vocabulary: Related Words | Unit 2 T43 | Students listen to or read the literary text, "Time for a Picnic." Students recognize organizational patterns of text: cause and effect. Students also answer questions about synonyms and antonyms. | smre_ip_00117 |
| Close Read: Identify Text Structure | Unit 2 T47 | Students recognize organizational patterns of text: compare and contrast. | smre_ip_00183 |
| | | Students recognize organizational patterns of text: cause and effect. Students write the cause and effect for each sentence. | smre_pp_00067 |
| | | Students learn to recognize organizational patterns of text: compare and contrast (keywords alike, both, different, but, unlike). | smre_di_00046 |
| | | Students recognize organizational patterns of text: compare and contrast. Students read the sentences and answer the questions. | smre_pp_00065 |
| Possible Teaching Point: Read Like a Writer: Author's Craft | Unit 2 T49 | Students listen to or read the literary text, "A Day at Green Leaf Gardens." Students use information from simple tables, maps, and charts to learn about a topic. | smre_ip_00076 |

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| | | Students identify objects on a map. | smre_ip_00078 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00015 |
| | | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea. | smre_pp_00032 |
| | | Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions. | smre_pp_00022 |
| | | Students listen to or read the informational text, "The Desert. Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_01276 |
| | | Students learn to use information from simple tables, maps, and charts. | smre_di_00019 |
| | | Students use information from simple tables, maps, and charts to learn about a topic. Students also use the table to answer questions. | smre_pp_00029 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00033 |
| | | Students listen to or read the informational text, "Deserts." Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_00057 |
| Lessons 2-5: Singular and Plural Nouns | Unit 2 T80-T81 | Students build words with regular plurals and then use those words to complete sentences. | smre_ip_00028 |
| | | Students write the plural word next to the singular word that matches it. | smre_pp_00036 |
| Week 2 | | | |

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| Minilesson: Phonics: Decode Words with Vowel Digraphs ai, ay, ea | Unit 2 T102 | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |
| | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| First Read: Look | Unit 2 T126 | Students use text features to aid in understanding and chunking information. Students read a poster and answer questions. | smre_pp_00049 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00015 |
| | | Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions. | smre_pp_00022 |
| | | Students listen to or read the informational text, "The Desert. Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_01276 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00033 |
| | | Students listen to or read the informational text, "Deserts." Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_00057 |

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| | | Students listen to or read the informational text, "Alaska: The Land of White and Gold." Students also use text features to aid in understanding and chunking information. | smre_ip_00154 |
| Minilesson: Make and Confirm Predictions | Unit 2 T140 | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |
| | | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |
| Lesson 4: Contractions | Unit 2 T153 | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |

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| Lesson 1: Plural Nouns Adding -s and -es | Unit 2 T154 | Students build words with regular plurals and then use those words to complete sentences. | smre_ip_00028 |
| | | Students write the plural word next to the singular word that matches it. | smre_pp_00036 |
| Lesson 2-3, 5: Irregular Plural Nouns | Unit 2 T154-T155 | Students learn about changing y to i to make plural words. | smre_di_02367 |
| | | Students build plural words by changing y to i. Students then use the words to complete sentences. | smre_ip_02367 |
| | | Students practice reading and writing words that change the y to i before adding -s or -es. | smre_pp_02367 |
| | | Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i. | smre_itr_02367 |
| Week 3 | | | |
| Close Read: Understand Setting and Plot | Unit 2 T194 | Students read the fictional passage, "The Big Day." Students answer questions about setting and draw conclusions. | smre_pp_00039 |
| Lessons 1-3, 5: Spell Words with ie | Unit 2 T234-T235 | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| Lesson 4: Spell Words with Long a: ai, ay, ea | Unit 2 T235 | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |

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| | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| Lesson 1: Irregular Plural Nouns | Unit 2 T236 | Students learn about changing y to i to make plural words. | smre_di_02367 |
| | | Students build plural words by changing y to i. Students then use the words to complete sentences. | smre_ip_02367 |
| | | Students practice reading and writing words that change the y to i before adding -s or -es. | smre_pp_02367 |
| | | Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i. | smre_itr_02367 |
| Lessons 2-5: Common and Proper Nouns | Unit 2 T236-T237 | Students will sort common and proper nouns into categories. | smre_ip_02300 |
| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | Students will learn about common and proper nouns. | smre_di_02300 |
| | | Students will read sentences and underline common nouns and circle proper nouns. | smre_pp_02300 |
| Minilesson: Explore Text Features | Unit 2 T245 | Students use text features to aid in understanding and chunking information. Students read a poster and answer questions. | smre_pp_00049 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00015 |

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| | | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea. | smre_pp_00032 |
| | | Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions. | smre_pp_00022 |
| | | Students listen to or read the informational text, "The Desert. Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_01276 |
| | | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea. | smre_pp_00026 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00033 |
| | | Students listen to or read the informational text, "Deserts." Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_00057 |
| | | Students listen to or read the informational text, "Alaska: The Land of White and Gold." Students also use text features to aid in understanding and chunking information. | smre_ip_00154 |
| Week 4 | | | |
| Minilesson: Phonics: Long e: ee, ea, ey, y | Unit 2 T258 | Students learn to read words with long vowel patterns: e, ea, ee, and y. | smre_di_00010 |
| | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |

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| | | Students identify pictures that have the long e sound. | smre_ip_00033 |
| Minilessons: Fiction | Unit 2 T264 | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Students learn to recognize the elements of plot: beginning, middle, and end. | smre_di_00012 |
| | | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |
| Close Read: Describe and Understand Characters | Unit 2 T281 | Students listen to or read the literary text, "Save Those Nuts." Students identify a character's actions, motives, emotions, traits, and feelings. | smre_ip_00191 |
| | | Students learn to identify a character's actions, motives, emotions, traits, and feelings. | smre_di_00044 |
| | | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
| | | Students identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |

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| Possible Teaching Point: Academic Vocabulary: Word Parts | Unit 2 T281 | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | Students complete sentences using words that end with -tion, -ture, and -ion. | smre_pp_02371 |
| | | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences. | smre_ip_02371 |
| | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion. | smre_itr_02371 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |
| | | Students learn to read words with the final syllables -tion, -ture, and -ion. | smre_di_02371 |
| Lesson 4: Decode Words with Vowel Digraph ie | Unit 2 T317 | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| Lesson 1: Common and Proper Nouns | Unit 2 T318 | Students will sort common and proper nouns into categories. | smre_ip_02300 |

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| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | Students will learn about common and proper nouns. | smre_di_02300 |
| | | Students will read sentences and underline common nouns and circle proper nouns. | smre_pp_02300 |
| Minilesson: Explore Prepositions and Prepositional Phrases | Unit 2 T327 | Students will identify prepositions and prepositional phrases in sentences. | smre_pp_02307 |
| | | Students will complete sentences by choosing the correct preposition or prepositional phrase. | smre_ip_02307 |
| | | Students will learn about prepositions and prepositional phrases. | smre_di_02307 |
| Week 5 | | | |
| Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow | Unit 2 T338 | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |

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| Whole Group: Text Features | Unit 2 T377 | Students use text features to aid in understanding and chunking information. Students read a poster and answer questions. | smre_pp_00049 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00015 |
| | | Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions. | smre_pp_00022 |
| | | Students listen to or read the informational text, "The Desert. Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_01276 |
| | | Students learn to use titles, tables of contents, and chapter headings to locate information. | smre_di_00033 |
| | | Students listen to or read the informational text, "Deserts." Students use titles, tables of contents, and chapter headings to locate information. | smre_ip_00057 |
| | | Students listen to or read the informational text, "Alaska: The Land of White and Gold." Students also use text features to aid in understanding and chunking information. | smre_ip_00154 |
| Week 6 | | | |
| Minilesson: Phonics: Decode Compound Words | Unit 2 T408 | Students listen to or read the literary text, "The Missing Bike." Students identify the two words that make up a compound word. | smre_ip_00168 |
| | | Students build compound words and then use the words to complete sentences. | smre_ip_00147 |
| | | Students learn to identify the two words that make up a compound word. | smre_di_00042 |

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| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| | | Students recognize compound words and match the words in the word boxes to make compound words. | smre_pp_00060 |
| Lesson 4: Spell Words with Long o, oa, ow | Unit 2 T411 | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| Unit 3 | | | |
| Week 1 | | | |
| Minilesson: Phonics: Decode and Write Words with Long i: i, ie, i_e, igh, y | Unit 3 T24 | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| Close Read: Determine Key Ideas | Unit 3 T41 | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |

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| Close Read: Identify Theme | Unit 3 T43 | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |
| Lesson 4: Spell Words with Long o, oa, ow | Unit 3 T75 | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| Week 2 | | | |
| Minilesson: Phonics: Decode Words with Comparative Endings | Unit 3 T94 | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |

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| Wrap-Up | Unit 3 T103 | Students identify the correct sequence of events. Students read "Paolo Makes Pizza" and put the steps in the correct order. | smre_pp_00030 |
| First Read: Ask | Unit 3 T126 | Students identify the correct sequence of events. Students read "Paolo Makes Pizza" and put the steps in the correct order. | smre_pp_00030 |
| | | Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text. | smre_ip_00093 |
| Close Read: Discuss Author's Purpose | Unit 3 T127 | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |

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| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences. | smre_itr_02305 |
| | | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
| Strategy Group: COMPARE TEXTS | Unit 3 T150 | Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes. | smre_di_00045 |
| | | Students listen to or read two fiction passages: "Mouse to the Rescue" and "Ant Saves the Day." Students make comparisons across different versions of reading selections on the same topic. | smre_ip_00193 |
| Whole Group | Unit 3 T151 | Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes. | smre_di_00045 |

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| | | Students listen to or read two fiction passages: "Mouse to the Rescue" and "Ant Saves the Day." Students make comparisons across different versions of reading selections on the same topic. | smre_ip_00193 |
| Lesson 4: Spell Words with Long I; i, ie, i_e, igh, y | Unit 3 T157 | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| Independent Writing | Unit 3 T164 | Students recognize figurative language: alliteration. | smre_ip_00187 |
| | | Students learn to recognize figurative language: alliteration. | smre_di_00050 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_pp_00457 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_ip_00200 |
| Week 3 | | | |
| Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur | Unit 3 T178 | Students listen to or read the literary text, "The Missing Spider." Students also recognize the sounds and spellings of r-controlled vowels (ar, or, ore). | smre_ip_00148 |
| | | Students recognize the sounds and spellings of r-controlled vowels (ar, or, and ore). Students circle words with r-controlled vowels. Students then cut and paste the picture below the matching sentence. | smre_pp_00045 |

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| | | Students recognize the sounds and spellings of r-controlled vowels by identifying pictures and building words to match the pictures. | smre_ip_00138 |
| | | Students read the decodable text, "Herb Helps Out." Students recognize the sounds and spellings of r-controlled vowels (er, ir, and ur). | smre_itr_02374 |
| | | Students practice reading r-controlled vowels (er, ir, ur) by circling the correct word for each picture. | smre_pp_02374 |
| | | Students sort words with the r-controlled vowels ar, or, ore and oar. | smre_ip_00137 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: er, ir, and ur. | smre_di_02374 |
| | | Students complete sentences using words with the r-controlled vowels er, ir, and ur. | smre_ip_02374 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: ar, or, ore, and oar. | smre_di_00030 |
| | | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |
| First Read: Read | Unit 3 T208 | Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes. | smre_di_00045 |

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| | | Students listen to or read two fiction passages: "Mouse to the Rescue" and "Ant Saves the Day." Students make comparisons across different versions of reading selections on the same topic. | smre_ip_00193 |
| Lesson 4: Spell Words with Comparative and Superlative Endings | Unit 3 T239 | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |
| Minilesson: Explore Alliteration | Unit 3 T247 | Students recognize figurative language: alliteration. | smre_ip_00187 |
| | | Students learn to recognize figurative language: alliteration. | smre_di_00050 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_pp_00457 |
| Week 4 | | | |
| Minilesson: Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy | Unit 3 T260 | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_ip_02310 |
| | | Students learn to spell words with the vowel diphthongs ou, ow, oi, and oy. | smre_di_02310 |
| | | Students sort words with the vowel diphthongs ou, ow, oi, and oy into categories. | smre_pp_02310 |

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| Lesson 4: Spell Words with r Controlled vowels er, ir, ur | Unit 3 T311 | Students listen to or read the literary text, "The Missing Spider." Students also recognize the sounds and spellings of r-controlled vowels (ar, or, ore). | smre_ip_00148 |
| | | Students recognize the sounds and spellings of r-controlled vowels (ar, or, and ore). Students circle words with r-controlled vowels. Students then cut and paste the picture below the matching sentence. | smre_pp_00045 |
| | | Students recognize the sounds and spellings of r-controlled vowels by identifying pictures and building words to match the pictures. | smre_ip_00138 |
| | | Students read the decodable text, "Herb Helps Out." Students recognize the sounds and spellings of r-controlled vowels (er, ir, and ur). | smre_itr_02374 |
| | | Students practice reading r-controlled vowels (er, ir, ur) by circling the correct word for each picture. | smre_pp_02374 |
| | | Students sort words with the r-controlled vowels ar, or, ore and oar. | smre_ip_00137 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: er, ir, and ur. | smre_di_02374 |
| | | Students complete sentences using words with the r-controlled vowels er, ir, and ur. | smre_ip_02374 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: ar, or, ore, and oar. | smre_di_00030 |
| | | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |

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| Week 5 | | | |
| Minilessons: Phonics: Decode and Write Words with Vowel Teams oo, ue, ew, ui | Unit 3 T332 | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students learn how to spell words with the vowel patterns a, au, augh, and aw. | smre_di_02312 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs. | smre_pp_00007 |
| | | Students sort words with the vowel patterns a, au, augh, and aw into categories. | smre_pp_02312 |
| | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |
| Close Read: Vocabulary in Context | Unit 3 T364 | Students learn to determine the meaning of multiple-meaning words: homonyms. | smre_di_00052 |
| | | Students understand the meaning of multiple-meaning words: homophones and homographs. Students circle the word that best completes each sentence. | smre_pp_00071 |

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| | | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |
| | | Students listen to or read the literary text, "The Shopping List." Students determine the meaning of multiple-meaning words: homophones. | smre_ip_00202 |
| Possible Teaching Point: Academic Vocabulary: Adverbs | Unit 3 T367 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Lesson 4: Spell Words with ou, ow, oi, oy | Unit 3 T391 | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_ip_02310 |
| | | Students learn to spell words with the vowel diphthongs ou, ow, oi, and oy. | smre_di_02310 |

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| | | Students sort words with the vowel diphthongs ou, ow, oi, and oy into categories. | smre_pp_02310 |
| Lessons 2-5: Adverbs | Unit 3 T392-T393 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Minilesson: Edit for Nouns | Unit 3 T398 | Students learn about changing y to i to make plural words. | smre_di_02367 |
| | | Students build plural words by changing y to i. Students then use the words to complete sentences. | smre_ip_02367 |
| | | Students practice reading and writing words that change the y to i before adding -s or -es. | smre_pp_02367 |
| | | Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i. | smre_itr_02367 |
| Minilesson: Edit for Prepositions and Prepositional Phrases | Unit 3 T399 | Students will identify prepositions and prepositional phrases in sentences. | smre_pp_02307 |
| | | Students will complete sentences by choosing the correct preposition or prepositional phrase. | smre_ip_02307 |

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| | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| | | Students will learn about prepositions and prepositional phrases. | smre_di_02307 |
| Week 6 | | | |
| Lesson 4: Compound Words | Unit 3 T411 | Students listen to or read the literary text, "The Missing Bike." Students identify the two words that make up a compound word. | smre_ip_00168 |
| | | Students build compound words and then use the words to complete sentences. | smre_ip_00147 |
| | | Students learn to identify the two words that make up a compound word. | smre_di_00042 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| | | Students recognize compound words and match the words in the word boxes to make compound words. | smre_pp_00060 |
| Unit 4 | | | |
| Week 1 | | | |
| Minilesson: Phonics: Closed Syllables VC/V | Unit 4 T26 | Students learn to read words using VC/CV and VCC/V syllable patterns. | smre_di_00009 |
| | | Students practice dividing VC/CV and VCC/V words into syllables. | smre_ip_01161 |

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| Close Read: Vocabulary In Context | Unit 4 T47 | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |
| Possible Teaching Point: Read Like a Writer: Author's Craft | Unit 4 T47 | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors. | smre_pp_00072 |
| | | Students learn to recognize figurative language: idioms. | smre_di_00051 |
| | | Students listen to or read the literary text, "A Good Egg." Students recognize figurative language: idioms. | smre_ip_00201 |
| | | Students recognize figurative language: idioms. | smre_ip_00188 |
| | | Students recognize figurative language: idioms. Students read a passage and underline the idiom. | smre_pp_00070 |
| Minilesson: Develop Vocabulary | Unit 4 T60 | Students complete sentences using grade-level content words. | smre_ip_01269 |
| | | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle. | smre_pp_00024 |
| | | Students complete sentences using grade-level content words. | smre_ip_00084 |
| | | Students complete sentences using grade-level content words. | smre_ip_01275 |
| | | Students complete sentences using grade-level content words. | smre_ip_00055 |
| Lesson 1: Adverbs | Unit 4 T84 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |

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| | | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Lessons 2-5: Adjectives and Adverbs | Unit 4 T84-T85 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | Students will learn about adjectives. | smre_di_02303 |
| | | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will complete sentences by choosing the correct adjective. | smre_ip_02303 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
| | | Students will read sentences and underline the adjectives. | smre_pp_02303 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Week 2 | | | |

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| Minilessons: Phonics: Decode and Write Words with Open Syllables V/CV | Unit 4 T104 | Students learn to read words using VC/CV and VCC/V syllable patterns. | smre_di_00009 |
| | | Students practice dividing VC/CV and VCC/V words into syllables. | smre_ip_01161 |
| Lesson 1: Adjectives and Adverbs | Unit 4 T164 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | Students will learn about adjectives. | smre_di_02303 |
| | | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will complete sentences by choosing the correct adjective. | smre_ip_02303 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
| | | Students will read sentences and underline the adjectives. | smre_pp_02303 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Lessons 2-5: Comparative and Superlative Adjectives | Unit 4 T164-T165 | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |

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| | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |
| Minilesson: Explore Problem and Resolution | Unit 4 T173 | Review: Students read "Summer Vacation." Students answer questions about theme, comparing and contrasting, and problem and solution. | smre_pp_00056 |
| Week 3 | | | |
| Minilesson: Phonics: Decode and Write Words with Suffixes -ly, -ful, -er, -less, -or | Unit 4 T184 | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words. | smre_di_02372 |
| | | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |
| | | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able. | smre_pp_02372 |
| | | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words. | smre_di_00043 |
| | | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences. | smre_ip_00181 |
| | | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words. | smre_itr_02309 |

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| | | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible. | smre_ip_02372 |
| | | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish. | smre_pp_00062 |
| Wrap-Up | Unit 4 T191 | Students learn to recognize elements of literature: dialogue and narration. | smre_di_00032 |
| | | Students recognize dialogue and narration. Students circle the sentences that show dialogue. | smre_pp_00047 |
| | | Students listen to or read the literary text, "Let's Play Ball." Students recognize elements of literature: dialogue and narration. | smre_ip_00152 |
| First Read: Ask | Unit 4 T201 | Students listen to or read the literary text, "Save Those Nuts." Students identify a character's actions, motives, emotions, traits, and feelings. | smre_ip_00191 |
| | | Students learn to identify a character's actions, motives, emotions, traits, and feelings. | smre_di_00044 |
| | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | Students identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| Possible Teaching Point: Read Like a Writer: Author's Craft | Unit 4 T208 | Students recognize figurative language: alliteration. | smre_ip_00187 |
| | | Students learn to recognize figurative language: alliteration. | smre_di_00050 |

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| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_pp_00457 |
| | | Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration. | smre_ip_00200 |
| Reading-Writing Bridge: Language and Conventions | Unit 4 T246-T247 | | |
| Lesson 1: Comparative and Superlative Adjectives | Unit 4 T246 | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |
| Week 4 | | | |
| Minilesson: Phonics: Decode and Write Words with Prefixes un-, re-, pre-, dis- | Unit 4 T266 | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |
| | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| Close Read: Confirm Or Adjust Predictions | Unit 4 T284 | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |

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| | | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |
| Possible Teaching Point: Academic Vocabulary: Prefixes | Unit 4 T297 | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |
| | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| Minilesson: Make and Confirm Predictions | Unit 4 T314 | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |
| | | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |

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| Minilesson: Word Parts | Unit 4 T322 | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |
| | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| Minilesson: Idioms | Unit 4 T324 | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors. | smre_pp_00072 |
| | | Students learn to recognize figurative language: idioms. | smre_di_00051 |
| | | Students listen to or read the literary text, "A Good Egg." Students recognize figurative language: idioms. | smre_ip_00201 |
| | | Students recognize figurative language: idioms. | smre_ip_00188 |
| | | Students recognize figurative language: idioms. Students read a passage and underline the idiom. | smre_pp_00070 |
| Lessons 2-5: Pronouns | Unit 4 T328-T329 | Students will choose the correct pronoun to complete each sentence. | smre_pp_02301 |
| | | Students will match pronouns to correct sentences. | smre_ip_02301 |

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| | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |
| | | Students will learn about different types of pronouns: regular, singular, and plural. | smre_di_02301 |
| Week 5 | | | |
| Minilesson: Phonics: Decode and Write Words with Syllable Pattern VCCV | Unit 4 T348 | Students learn to read words using VC/CV and VCC/V syllable patterns. | smre_di_00009 |
| | | Students practice dividing VC/CV and VCC/V words into syllables. | smre_ip_01161 |
| Lesson 4: Spell Words with Prefixes un-, re-, pre-, dis | Unit 4 T401 | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |
| | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| | | Students build words with affixes and base (root) words and then use those words to complete sentences. | smre_ip_00182 |
| Week 6 | | | |
| Minilesson: Phonics: Consonant Patterns kn, wr, gn, mb, lf | Unit 4 T418 | Students read words with silent consonant pairs (gn, wr, mb, kn). Students identify words with the same beginning sounds. | smre_pp_00057 |

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| | | Students learn to read words with silent consonant pairs: kn, wr, gn, and mb. | smre_di_00039 |
| | | Students label a picture with the correct word. Correct answers focus on silent consonant pairs kn, wr, gn, and mb. | smre_ip_00141 |
| | | Students listen to or read the literary text, "Treasure Garden." Students read words with the silent consonant pairs kn, wr, gn, and mb. | smre_ip_00165 |
| Revise and Edit | Unit 4 T436 | Students will learn about adjectives. | smre_di_02303 |
| | | Students will complete sentences by choosing the correct adjective. | smre_ip_02303 |
| | | Students will read sentences and underline the adjectives. | smre_pp_02303 |
| Unit 5 | | | |
| Week 1 | | | |
| Minilesson: Phonics: Decode and Write Homographs | Unit 5 T24 | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors. | smre_pp_00072 |
| Lessons 2-5: Prepositions and Prepositional Phrases | Unit 5 T82-T83 | Students will identify prepositions and prepositional phrases in sentences. | smre_pp_02307 |
| | | Students will complete sentences by choosing the correct preposition or prepositional phrase. | smre_ip_02307 |
| | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |

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| | | Students will learn about prepositions and prepositional phrases. | smre_di_02307 |
| Week 2 | | | |
| First Read: Talk Summarize Text | Unit 5 T124 | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | Review: Students read "Wasps and Bees," compare and contrast text features, draw conclusions, and summarize. | smre_pp_00052 |
| | | Students learn to summarize text. | smre_di_00017 |
| | | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle. | smre_pp_00024 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |

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| | | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |
| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | Students summarize text. Students also read a story and complete the questions. | smre_pp_00020 |
| | | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea. | smre_pp_00031 |
| | | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences. | smre_itr_02305 |
| | | Students listen to or read the informational text, "The Saguaro." Students also identify the main idea of a passage, summarize information, and know the meaning of grade-level content words. | smre_ip_00050 |
| | | Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text. | smre_ip_00093 |

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| | | Students learn to summarize text. | smre_di_00014 |
| | | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
| | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |
| | | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events. | smre_ip_00062 |
| | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| Minilesson: Cause and Effect | Unit 5 T158 | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00185 |
| | | Students recognize organizational patterns of text: cause and effect. Students write the cause and effect for each sentence. | smre_pp_00067 |

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| | | Students listen to or read the informational text, "A Forest Full of Trees." Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00197 |
| | | Students learn to identify cause-and-effect relationships that are stated or implied in text (because, so). | smre_di_00048 |
| Lesson 1: Prepositions and Prepositional Phrases | Unit 5 T162 | Students will identify prepositions and prepositional phrases in sentences. | smre_pp_02307 |
| | | Students will complete sentences by choosing the correct preposition or prepositional phrase. | smre_ip_02307 |
| | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| | | Students will learn about prepositions and prepositional phrases. | smre_di_02307 |
| Lessons 2-5: Language & Conventions: Contractions | Unit 5 T162-T163 | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |

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| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| Week 3 | | | |
| Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al | Unit 5 T182 | Students learn how to spell words with the vowel patterns a, au, augh, and aw. | smre_di_02312 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | Students sort words with the vowel patterns a, au, augh, and aw into categories. | smre_pp_02312 |
| | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |
| First Read: Read | Unit 5 T199 | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |
| | | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |

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| Lesson 1: Contractions | Unit 5 T238 | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |
| | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| Week 4 | | | |
| Possible Teaching Point: Academic Vocabulary: Word Parts | Unit 5 T276 | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words. | smre_di_00043 |
| | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |

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| | | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences. | smre_ip_00181 |
| | | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words. | smre_itr_02309 |
| | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| | | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish. | smre_pp_00062 |
| Lessons 1, 5: Spell Words with Syllable Pattern VCCCV and High Frequency measure, remember | Unit 5 T316-T317 | Students sort words with the consonant patterns ph, gh, ck, and ng into categories. | smre_pp_02311 |
| | | Students learn how to spell words with the consonant patterns ph, gh, ck, and ng. | smre_di_02311 |
| | | Students complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_ip_02311 |
| Minilesson: Edit for Adverbs | Unit 5 T324 | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how. | smre_pp_02304 |
| | | Students will learn about adverbs. | smre_di_02304 |
| | | Students will complete sentences by choosing the correct adverb. | smre_ip_02304 |
| Week 5 | | | |
| Minilesson: Phonics: Decode and Write Abbreviations | Unit 5 T338 | Students match words to the correct abbreviation. | smre_ip_02370 |

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| | | Students listen to or read the decodable text, "Mrs. Jenkins," and identify abbreviations. | smre_itr_02370 |
| | | Students learn to recognize the abbreviations of words. | smre_di_02370 |
| | | Students match abbreviations to the correct word and practice writing abbreviations correctly. | smre_pp_02370 |
| Close Read: Make Inferences | Unit 5 T357 | Review: Students read "Wasps and Bees," compare and contrast text features, draw conclusions, and summarize. | smre_pp_00052 |
| | | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | Students read the informational text "The Seasons" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_itr_02311 |
| | | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |

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| | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences. | smre_itr_02305 |
| Week 6 | | | |
| Minilesson: Phonics: Final Stable Syllables Consonant -le, -tion, -sion | Unit 5 T408 | Students practice reading and writing words that end with the final syllable -le. | smre_pp_02369 |
| | | Students practice reading multisyllabic words that end in -le. | smre_ip_02369 |
| | | Students learn to read multisyllabic words ending in -le. | smre_di_02369 |
| | | Students read the decodable text, "The Lunch Table." Students read multisyllabic words and divide words into syllables. | smre_itr_02369 |
| Lesson 4: Abbreviations | Unit 5 T411 | Students match words to the correct abbreviation. | smre_ip_02370 |
| | | Students listen to or read the decodable text, "Mrs. Jenkins," and identify abbreviations. | smre_itr_02370 |
| | | Students learn to recognize the abbreviations of words. | smre_di_02370 |
| | | Students match abbreviations to the correct word and practice writing abbreviations correctly. | smre_pp_02370 |

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| CRITICAL LITERACY: Challenge the Text | Unit 5 T420 | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| Revise and Edit | Unit 5 T426 | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |