



**2nd Grade English Language Arts
Year at a Glance (YAG)
2019-2020**



First Semester

1st Nine Weeks – 40 days (August 19 th – October 15 th) (September 2 nd – Labor day – No School) (October 14 th – Staff Development)		2nd Nine Weeks – 43 days (October 16 th – December 20 th) (November 25 th – 29 th – Thanksgiving Break) (December 23 rd – January 3 rd – Holiday Break)	
TEKS 2.1A-E 2.1B-E 2.2Ai-iv 2.2Bi, iii, vi, vii, 2.2Ci, vi 2.3B 2.4A 2.5A 2.6A, I 2.7E 2.11AB 2.11Di, ii, iii, vii, ix, x, xi, 2.11E 2.1A-E 2.2Aii, iii, iv 2.2Bi, iii, vi, vii 2.2Ci, vi 2.2D 2.3AB 2.4A 2.5A 2.6AEI 2.7A-F 2.10 2.11ABii 2.11Di, ii, vi, vii, xi 2.11E 2.1A-E 2.2Aii, iii, iv 2.2Bi, iii, vii 2.2Ci 2.2DE 2.3AB 2.6BCI 2.7CEF 2.10AC 2.11ABii 2.11Di, iii, ix, xi	<u>Unit 1 Ready, Set, Go! Using Print and Language in the World Around Us (20 days)</u> This unit bundles student expectations that address foundational skills for establishing routines for listening, speaking, reading, writing, thinking, and collaboration. Exploring the role and purpose of reading and writing in everyday life develops and supports the acquisition of language in order to build effective communication skills. <u>Unit 2 Understanding Purpose and Making Connections to Comprehend (10 days)</u> This unit addresses listening, speaking, reading, writing, and thinking with purpose. At the heart of all communication is purpose — the “why” of the message. Purpose helps shape the message being conveyed (whether oral or written) and helps support comprehension of the message (whether heard or read). This unit also includes student expectations that address foundational comprehension skills with a focus on making connections. Readers (and listeners) activate and use their background knowledge to connect what they are reading (or hearing) to what they know. Connections can build and change as new information or details are added or when others share their insight and connections. Meaningful connections are paramount to comprehension. <u>Unit 3 Asking Questions and Predicting to Comprehend (10 days)</u> This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions and making predictions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading. As questions are formed, readers search for clues and text evidence to help answer their questions. Asking questions helps readers monitor their comprehension of text. When readers (and listeners) make predictions, they use background knowledge and clues from the text to guess what may be coming next. They continue to read (or listen) in order to find evidence that confirms or changes their prediction. Both of these comprehension skills, asking questions and predicting, increase engagement in a text while improving understanding.	TEKS 2.1ACD 2.2Aii 2.2Biii, v, vii 2.2Ci, iv, v 2.2DE 2.3AB 2.6DI 2.7CEF 2.10D 2.11ABii 2.11Div, x, xi 2.1ACD 2.2Bii-v, vii 2.2Ci-v 2.2DE 2.3ABD 2.6FGHI 2.7CDE 2.11ABii 2.11C 2.11Di, viii, xi 2.11E 2.13ACE	Visualizing to Comprehend (5 days) This unit bundles student expectations that address foundational comprehension skills with a focus on creating mental images. Using the words written (or spoken) by an author, readers (and listeners) visualize and create pictures in their mind. Each of these images are unique to the reader depending on what parts they connect to and what background knowledge they bring to the text. These images can also change as the reader is presented with new information. Creating mental images engages the reader and improves comprehension. Inferring, Determining Key Ideas, and Synthesizing to Comprehend (25 days) This unit bundles student expectations that address foundational comprehension skills with a focus on inferring, determining key ideas, and synthesizing. Inferring is at the center of constructing meaning and connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal language. During the process of inferring, the reader (or listener) combines the newly acquired information with their background knowledge, experiences, and beliefs to form an interpretation that goes beyond the literal meaning of the text. It is often called “reading between the lines.” Inferring allows the reader to deepen their understanding of text and to create new background knowledge. In order to determine the key ideas in a text, readers need to sift through the details and facts and determine what is important. Once the important details are identified, readers piece them together to determine a text’s key ideas. Readers determine key ideas to help them understand the author’s overall purpose and message. Synthesizing is like putting together a jigsaw puzzle. Readers collect different pieces of information and connect them to form a new idea, perspective, or insight. These ideas can be molded and changed as new information is added. Many times synthesis requires a blend of comprehension strategies used by readers. Synthesizing not only leads to deep understanding of the text, but helps readers expand their knowledge and views of the world around them.



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Second Semester

3rd Nine Weeks – 45 days (January 6 th – March 17 th) (January 20 th – MLK – No School) (March 9 th – 13 th – Spring Break)		4th Nine Weeks – 45 days (March 18 th – May 21 st) (April 10 th – Good Friday – No School) (April 24 th – Battle of Flowers – No School) (May 25 th – Memorial Day – No School)	
TEKS 2.2Biii-vi, 2.2Ci, iii, iv, v, vi 2.2DE 2.3ABCD 2.6A-I 2.7B-E 2.8A-D 2.9CF 2.10A-E 2.11Bi, Bii 2.11C 2.11Div, v, viii, x, xi 2.12A	Examining Characteristics of Fiction, Including Drama (15 days) This unit bundles student expectations that address the genre characteristics, structure, and purpose of fictional text, including drama. This genre represents narratives, or stories, that include literary elements. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Readers examine literary elements and devices in order to deepen understanding of the text and to improve their own craft. Often in fictional text, authors use descriptive, literal, and figurative language to add meaning and produce a given effect. Authors also make decisions regarding the point of view from which the story will be told, including first- or third-person. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas. Drama is usually written as fiction and comprises all the literary elements, including specific character parts with an emphasis on dialogue as well as a clearly defined setting(s).	TEKS 2.2Bvi 2.2Cvi 2.2E 2.3BCD 2.6A-H 2.7B-E 2.9Di, ii, iii 2.9F 2.10ABC 2.11Bi, ii 2.11CDxi 2.12B 2.13A-G	Finding Information through Inquiry and Research (10 days) This unit emphasizes inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to address certain problems or issues that need to be solved in our lives, and at other times it may just be a matter of interest. Whatever the reason, effective research includes selecting and narrowing a topic, generating questions for inquiry, locating relevant sources, and gathering pertinent information.
TEKS 2.2Biii, v, vi 2.2Ci, iv, v, vi 2.2E 2.3A-D 2.6C-H 2.7B-E 2.8A-D 2.9A 2.10A-E 2.11Bi, ii 2.11CDxi 2.12A 2.13AC	Examining Characteristics of Traditional Literature (10 days) This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, and fairy tales. These types of stories generally have originated within a particular culture and were most likely to have been told orally over generations. These stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.	TEKS 2.2E 2.6A-H 2.7B-E 2.8A 2.9BF 2.10ABDEF 2.11Bi,ii, 2.11CDxi 2.12A	Examining Characteristics of Poetry (10 days) This unit addresses the purpose, structure, and characteristics of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers’ understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout which impacts the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.
TEKS 2.2Bvi 2.2Cvi 2.2E 2.3BCD 2.6A-H 2.7B-E 2.9Di, ii, iii 2.9F 2.10ABC 2.11Bi, ii 2.11CDxi 2.12B 2.13ACE	Examining Characteristics of Informational Text (10 days) This unit bundles student expectations that address examining and writing informational texts, including procedural texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest.	TEKS 2.2Biv 2.2Ciii 2.6ACEFGH 2.7BCE 2.9Ei, ii 2.9F 2.10ACDF 2.11Bi,ii, 2.11C 2.11Dix, xi 2.12C	Examining Characteristics of Persuasive Text (10 days) This unit addresses the characteristics of persuasive text. Persuasive text is all around us, including commercials, print advertisements, opinion editorials, book/movie reviews, speeches, etc. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience’s emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also use experts or language that seems credible to convince their audience. Readers may read persuasive text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.
		TEKS 2.6AG 2.7BCD 2.10A 2.11Dix, xi 2.13ABCEG	Living in a World of Literacy (5 days) This unit addresses developing literacy skills that have been taught throughout the year. Literacy goes beyond the act of reading, writing, listening, and speaking. It is also includes being reflective about the successes and challenges that occur during communication. Literacy also encompasses being able to identify preferences and set goals for growth. Being able to reflect on literacy experiences is critical to becoming effective communicators.