



**2nd Grade English Language Arts  
Year at a Glance (YAG)  
2020-2021**



**First Semester**

**1st Nine Weeks – 42 days** (August 17<sup>th</sup> – October 14<sup>th</sup>)  
*September 7<sup>th</sup> – Labor Day School Holiday*  
*October 12<sup>th</sup> – Staff Development Student Holiday*

**2nd Nine Weeks – 41 days** (October 15<sup>th</sup> – December 18<sup>th</sup>)  
*November 13<sup>th</sup> – Holiday*  
*November 23<sup>rd</sup> – 27<sup>th</sup> Thanksgiving Break*  
*December 21<sup>st</sup> – January 1<sup>st</sup> Winter 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

**Unit 1 Ready, Set, Go! Using Print and Language in the World Around Us (20 days)**

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.

**Unit 2 Understanding Purpose and Making Connections to Comprehend (10 days)**

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.

**Unit 3 Asking Questions and Predicting to Comprehend (10 days)**

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.

2.1A-E  
2.2Aii, iii, iv  
2.2Bi, iii, vi, vii  
2.2Ci  
2.2DE  
2.3AB  
2.6BCI  
2.7CEF  
2.10AC  
2.11ABii  
2.11Di, iii, ix, xi

**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

**Unit 4 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.

**Unit 5 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.

