

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



First Semester			
1st Nine Weeks – 42 days (August 17th – October 14th)		2nd Nine Weeks – 41 days (October 15th – December 18th)	
September 7th – Labor		November 13th – Holiday	
October 12th – Staff Development Student Holiday		November 23rd – 27th Thanksgiving Break	
		December 21st – January 1st Winter Break	
TEKS	Unit 1 Ready, Set, Go! Using Print and Language in	TEKS	Unit 4 Visualizing to Comprehend (5 days)
2.1A-E	the World Around Us (20 days)	2.1ACD	This unit bundles student expectations that address
2.1B-E	This unit bundles student expectations that address	2.2Aii	foundational comprehension skills with a focus on creating
2.2Ai-iv	foundational skills for establishing routines for listening,	2.2Biii, v, vii	mental images. Using the words written (or spoken) by an
2.2Bi, iii, vi, vii,	speaking, reading, writing, thinking, and collaboration.	2.2Ci, iv, v	author, readers (and listeners) visualize and create pictures
2.2Ci, vi	Exploring the role and purpose of reading and writing in everyday life develops and supports the acquisition of	2.2DE	in their mind. Each of these images are unique to the reader depending on what parts they connect to and what
2.3B	language in order to build effective communication	2.3AB 2.6DI	background knowledge they bring to the text. These images
2.4A 2.5A	skills.	2.7CEF	can also change as the reader is presented with new
2.6A, I	SKIIIS.	2.7CEF 2.10D	information. Creating mental images engages the reader
2.7E		2.10D 2.11ABii	and improves comprehension.
2.11AB		2.11Div, x, xi	
2.11AB 2.11Di, ii, iii, vii, ix,		2.11D11, A, A1	
x, xi,			
2.11E		2.1ACD	Unit 5 Inferring, Determining Key Ideas, and
	Unit 2 Understanding Purpose and Making	2.2Bii-v, vii	Synthesizing to Comprehend (25 days)
2.1A-E	Connections to Comprehend (10 days)	2.2Ci-v	This unit bundles student expectations that address
2.2Aii, iii, iv	This unit addresses listening, speaking, reading, writing,	2.2DE	foundational comprehension skills with a focus on
2.2Bi, iii, vi, vii	and thinking with purpose. At the heart of all	2.3ABD	inferring, determining key ideas, and synthesizing.
2.2Ci, vi	communication is purpose — the "why" of the message.	2.6FGHI	Inferring is at the center of constructing meaning and
2.2D	Purpose helps shape the message being conveyed	2.7CDE	connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal
2.3AB 2.4A	(whether oral or written) and helps support	2.11ABii 2.11C	language. During the process of inferring, the reader (or
2.5A	comprehension of the message (whether heard or read).	2.11C 2.11Di, viii, xi	listener) combines the newly acquired information with
2.6AEI	This unit also includes student expectations that address	2.11E1, VIII, XI	their background knowledge, experiences, and beliefs to
2.7A-F	foundational comprehension skills with a focus on	2.13ACE	form an interpretation that goes beyond the literal meaning
2.10	making connections. Readers (and listeners) activate and		of the text. It is often called "reading between the lines."
2.11ABii	use their background knowledge to connect what they		Inferring allows the reader to deepen their understanding of
2.11Di, ii, vi, vii, xi	are reading (or hearing) to what they know. Connections can build and change as new information or details are		text and to create new background knowledge. In order to
2.11E	added or when others share their insight and		determine the key ideas in a text, readers need to sift
	connections. Meaningful connections are paramount to		through the details and facts and determine what is
	comprehension.		important. Once the important details are identified, readers
			piece them together to determine a text's key ideas. Readers
214 5	Unit 3 Asking Questions and Predicting to		determine key ideas to help them understand the author's overall purpose and message. Synthesizing is like putting
2.1A-E	Comprehend (10 days)		together a jigsaw puzzle. Readers collect different pieces of
2.2Aii, iii, iv 2.2Bi, iii, vii	This unit bundles student expectations that address		information and connect them to form a new idea,
2.2Gi, iii, vii 2.2Ci	foundational comprehension skills with a focus on		perspective, or insight. These ideas can be molded and
2.2DE	asking questions and making predictions. Readers (and		changed as new information is added. Many times synthesis
2.3AB	listeners) naturally ask questions for many reasons. This		requires a blend of comprehension strategies used by
2.6BCI	includes but is not limited to clarifying meaning,		readers. Synthesizing not only leads to deep understanding
2.7CEF	wondering or speculating, and/or finding specific		of the text, but helps readers expand their knowledge and
2.10AC	information. Questioning occurs before, during, and		views of the world around them.
2.11ABii	after reading. As questions are formed, readers search		
2.11Di, iii, ix,xi	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.		
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being able to identify preferences and set goals for growth. Being able to reflect on literacy experiences is critical to

becoming effective communicators.

Second Semester 3rd Nine Weeks - 43 days (January 4th - March 5th) 4th Nine Weeks – 52 days (March 15th – May 27rd) January 18th - MLK Day School Holiday April 2nd - Good Friday School Holiday February 15th – President's Day Staff Dev./Student Holiday April 23rd – Battle of Flowers School Holiday March 8th - 12th Spring Break **TEKS** Unit 6A Examining Characteristics of Fiction. TEKS Unit 7B Finding Information through Inquiry and **Including Drama** (15 days) 2.2Bvi Research (10 days) 2.2Biii-vi, This unit bundles student expectations that address the 2.2Cvi This unit emphasizes inquiry and research. Everyone, 2.2Ci, iii, iv, v, vi genre characteristics, structure, and purpose of fictional 2.2E including students, has a natural instinct and ability to 2.2DE text, including drama. This genre represents narratives, 2.3BCD "wonder" about topics and ideas that are important to their 2.3ABCD or stories, that include literary elements. Literary 2.6A-H lives. Sometimes the research is pertinent and necessary to 2.6A-I elements are the basic parts of a story including plot, 2.7B-E address certain problems or issues that need to be solved in 2.7B-E 2.9Di, ii, iii 2.9F 2.8A-D character(s), setting, theme, etc. Authors create their our lives, and at other times it may just be a matter of stories around these elements. Readers rely on this 2.10ABC interest. Whatever the reason, effective research includes 2.9CF predictable structure in order to help them understand 2.11Bi, ii selecting and narrowing a topic, generating questions for 2.10A-E any work of fiction. Readers examine literary elements 2.11CDxi inquiry, locating relevant sources, and gathering pertinent 2.11Bi, Bii and devices in order to deepen understanding of the text 2.12B information. 2.11C and to improve their own craft. Often in fictional text, 2.13A-G 2.11Div, v, viii, x, xi 2.12A authors use descriptive, literal, and figurative language to add meaning and produce a given effect. Authors also TEKS **Unit 8 Examining Characteristics of Poetry (10 days)** make decisions regarding the point of view from which 2.2E This unit addresses the purpose, structure, and the story will be told, including first- or third-person. 2.6A-H characteristics of poetry. This genre of literary text places a Readers read fiction for the enjoyment of learning about 2.7B-E special emphasis on distinctive style and rhythm to express and making connections with new and different people, 2.8A feelings and ideas, to create imagery, and/or to expand and 2.9BF places, and ideas. Drama is usually written as fiction and deepen readers' understandings. Most poems include 2.10ABDEF comprises all the literary elements, including specific literary and poetic elements and devices such as imagery, character parts with an emphasis on dialogue as well as 2.11Bi,ii, figurative language, and sound devices. Poets carefully 2.11CDxi 2.12A select words not only for meaning and function, but also for a clearly defined setting(s). their sound. Poets also make distinct choices about layout **Unit 6B Examining Characteristics of Traditional** which impacts the way a reader may read and interpret the **TEKS** Literature (10 days) poem. Many times readers need to go beyond a literal 2.2Biii, v, vi This unit bundles student expectations that address interpretation of the text to truly understand the meaning 2.2Ci, iv, v, vi analyzing and writing fictional texts with an emphasis behind the poem. Readers read and experience poetry as an 2.2E on traditional literature such as folktales, fables, and art form to connect to the world around them. 2.3A-D fairy tales. These types of stories generally have 2.6C-H originated within a particular culture and were most TEKS **Unit 9 Examining Characteristics of Persuasive Text (10** 2.7B-E likely to have been told orally over generations. These 2.2Biv days) 2.8A-D stories include the most basic literary elements of theme, 2.2Ciii This unit addresses the characteristics of persuasive text. 2.9A 2.6ACEFGH plot, setting, and characterization. However, each one Persuasive text is all around us, including commercials, 2.10A-E has unique characteristics that make them 2.7BCE print advertisements, opinion editorials, book/movie 2.11Bi, ii distinguishable. Most traditional stories are easily 2.9Ei, ii reviews, speeches, etc. Readers (and listeners) need to be 2.11CDxi relatable and have universal messages that everyone can 2.9F able to recognize the techniques authors use to convince 2.12A 2.10ACDF understand and value. their audience of a certain opinion or position. Authors may 2.13AC 2.11Bi.ii. try to appeal to an audience's emotions by using words or **Unit 7A Examining Characteristics of Informational** 2.11C images that create strong feelings. Authors may also **TEKS** Text (10 days) 2.11Dix, xi present logical reasons for their position while possibly not 2.2Bvi This unit bundles student expectations that address presenting alternative reasoning. Authors may also may use 2.12C 2.2Cvi examining and writing informational texts, including experts or language that seems credible to convince their 2.2E procedural texts. This genre represents writing that audience. Readers may read persuasive text to find 2.3BCD informs, explains, and/or describes a topic. Readers read evidence that supports their own opinions or to seek 2.6A-H multiple perspectives on a particular topic or issue. a variety of informational texts, including digital and 2.7B-E multimodal texts, to learn about and deepen their **TEKS** 2.9Di, ii, iii understandings of specific topics and areas of interest. 2.6AG Unit 10 Living in a World of Literacy (5 days) 2.9F 2.7BCD This unit addresses developing literacy skills that have been 2.10ABC 2.10A taught throughout the year. Literacy goes beyond the act of 2.11Bi, ii 2.11Dix, xi reading, writing, listening, and speaking. It is also includes 2.11CDxi 2.13ABCEG being reflective about the successes and challenges that 2.12B occur during communication. Literacy also encompasses 2.13ACE