

2nd Grade
Language Arts YAG
Year Long Foundational Skills

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-- oral language . The student develops oral language through listening, speaking, and discussion. The student is expected to:				
2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.	2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	2.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.	2.1E Develop social communication such as distinguishing between asking and telling.

Taught All Year Reading Processes/Comprehension/Response skills TRS Unit 04: Visualizing to Comprehend TRS Unit 05: Inferring, Determining Key Ideas, and Synthesizing to Comprehend TRS Unit 10: Living in a World of Literacy	Taught All Year Writing Process/Word Study
<p style="text-align: center;"><u>Reading Process: Thinking Within the Text</u></p> <p>2.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p> <p>2.6 (A) establish purpose for reading assigned and self-selected texts</p> <p>2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words (R)</p> <p>2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>2.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)</p> <p>2.6(D) create mental images to deepen understanding</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p style="text-align: center;"><u>Comprehension: Thinking with the Text</u></p> <p>2.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>2.6(F) make inferences and use evidence to support understanding (R)</p> <p>2.6(G) evaluate details read to determine key ideas (R)</p> <p>2.6(H) synthesize information to create new understanding (R)</p> <p style="text-align: center;"><u>Responding to Text</u> (applied to both Shared Reading and Independent Reading)</p> <p>2.7(A) describe personal connections to a variety of sources</p>	<p style="text-align: center;"><u>Writing Process</u></p> <p>2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>2.11 (B) develop drafts into a focused piece of writing</p> <p style="padding-left: 20px;">(i) organizing with structure</p> <p style="padding-left: 20px;">(ii) developing an idea with specific and relevant details</p> <p>2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p> <p>2.11(D) edit drafts using standard English (or Spanish) conventions,</p> <p style="padding-left: 20px;">(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>2.11(E) publish and share writing</p> <p>2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p style="text-align: center;"><u>Word Study</u></p> <p>2.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words</p> <p>2.2(B) demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;">(ii) decoding words with silent letters such as knife and gnat</p> <p style="padding-left: 20px;">(vii) identifying and reading high-frequency words from a research- based list</p> <p>2.2(D) alphabetize a series of words and use a dictionary or glossary to find words</p> <p>2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words (S)</p>

<p>2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>2.7(C) use text evidence to support an appropriate response (R)</p> <p>2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)</p> <p>2.7(E) interact with sources in meaningful ways such as illustrating or writing</p> <p>2.7(F) respond using newly acquired vocabulary as appropriate</p> <p style="text-align: center;">Independent Reading</p> <p>2.5 Self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.</p> <p>2.5(A) self-select text and read independently for a sustained period of time</p>	<p>2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (S)</p> <p>2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context</p> <p>2.3(E) Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. (Spanish)</p>
--	--

1st 9 weeks TRS Unit 01: Ready, Set, Go! Using Print and Language in the World Around Us TRS Unit 02: Understanding Purpose and Making Connections to Comprehend TRS Unit 03: Asking Questions and Predicting to Comprehend		
Word Study	Reading	Writing
<p style="text-align: center;">Spelling Patterns</p> <p>2.2B(i) decode words with short/long/variant vowels, trigraphs, blends; 2.2B(iii) decode words with open/closed syllables, VCe syllables, vowel teams, r-controlled syllables, final stable syllables</p> <p>2.2A(ii) distinguish between long/short vowel sounds; 2.2A(iii) recognize when phoneme is added/changed/removed; 2.2A(iv) manipulate phonemes within base words; 2.2C(i) spell words with open/closed syllables, VCe syllables, vowel teams, r-controlled syllables, final stable syllables;</p> <ul style="list-style-type: none"> ● consonants; short a, i ● consonants, short o,u,e ● long a, i, (VCe) ● long o, e, u, (CV, VCe) ● short and long vowels a,i (CVC, VCe) ● short and long vowels o,u (CVC, VCe) ● final blends ● double final consonants ● consonant digraphs (h) 	<p style="text-align: center;">Establish Routines for listening, speaking, reading, writing, thinking, and collaborating. (2.1A-E)</p> <p style="text-align: center;">Fiction: Realistic Fiction and Traditional Tales</p> <p>2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (S)</p> <p>2.10(A) <i>discuss the author's purpose for writing text (R)</i></p> <p>2.8(A) <i>discuss topics and determine theme using text evidence with adult assistance (S)</i></p> <p>2.8(C) <i>describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)</i></p> <p>2.8(B) <i>describe the main character's (characters') internal and external traits (R)</i></p> <p>2.8(D) <i>describe the importance of the setting (S)</i></p>	<p style="text-align: center;">Establish Routines for listening, speaking, reading, writing, thinking, and collaborating. (2.1A-E)</p> <p style="text-align: center;">Personal Narratives</p> <p>2.12(A) compose literary texts, including personal narratives and poetry</p> <p>2.11(D) edit drafts using standard English (or Spanish) conventions,</p> <p>(i) <i>complete sentences with subject-verb agreement</i></p> <p>(iii) <i>singular, plural, common, and proper nouns</i></p> <p>(iv) <i>adjectives, including articles</i></p> <p>(ix) <i>capitalization of months, days of the week, and the salutation and conclusion of a letter</i></p> <p>(x) <i>end punctuation, apostrophes in contractions, and commas with items in a series and in dates</i></p>
Author's Craft: Thinking About the Writing 2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking		
2.10(E) identify the use of first or third person in a text 2.10(B) explain how the use of text structure contributes to the author's purpose 2.10(C) explain the author's use of print and graphic features to achieve specific		

purposes

2.10(D) discuss the use of descriptive, literal, and figurative language
(Spanish) *Identifying the author's use of descriptive, literal, and figurative language such as idioms* Examples of idioms include: *llueve a cántaros, como buscar una aguja en un pajar, estar frito, estar en cueros, abrir de par en par.*
2.10(F) identify and explain the use of repetition

SLAR Word Study:

2.2A Demonstrate and apply phonetic knowledge

2.2A.ii decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x

2.2A.iii decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;

Positive Character Traits:

(1) Trustworthiness. The student understands how personal choices and actions relate to character building. The student is expected to:

- (A) describe how personal choices lead to personal actions;
- (B) explain what it means to be trustworthy; and
- (C) identify personal actions that build trustworthiness, including being honest and punctual.

(2) Responsibility. The student understands the concept of responsibility and how personal actions demonstrate responsibility. The student is expected to:

- (A) describe and give examples of how feelings and beliefs influence personal actions;
- (B) describe how to make personal choices before speaking and acting; and
- (C) define self-control and identify instances in which self-control is important.

(4) Citizenship. The student understands how personal actions can demonstrate good citizenship. The student is expected to:

- (A) define fairness and identify examples of fairness in a variety of situations;
- (B) define and identify examples of patriotism;
- (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others; and
- (D) define good citizenship.

2nd 9 weeks

[TRS Unit 06A: Examining Characteristics of Fiction, Including Drama](#)

[TRS Unit 06B: Examining Characteristics of Traditional Literature](#)

Word Study	Reading	Writing
<p>Spelling Patterns</p> <ul style="list-style-type: none">● consonants k, ck● long a (ai, ay)● long e (ee,ea)● long o (o, oa, ow)● long i (i, i_e, igh, y)● homophones● plurals -s, -es● sounds for c and g● ar● or, ore	<p>Fiction: Realistic Fiction and Traditional Tales</p> <p>2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (S)</p> <p>2.10(A) <i>discuss the author's purpose for writing text (R)</i></p> <p>2.8(A) <i>discuss topics and determine theme using text evidence with adult assistance (S)</i></p> <p>2.8(C) <i>describe and understand plot elements, including the main events,</i></p>	<p>Personal Narratives</p> <p>2.12(A) compose literary texts, including personal narratives and poetry</p> <p>Procedural Texts</p> <p>2.12(B) compose informational texts, including procedural texts and reports</p> <p>2.11(D) edit drafts using standard English (or Spanish) conventions</p> <p>(i) <i>past, present, and future verb tense</i></p> <p>(ii) <i>past, present, and future verb</i></p>

the conflict, and the resolution, for texts read aloud and independently (R)
2.8(B) describe the main character's (characters') internal and external traits (R)
2.8(D) describe the importance of the setting (S)

Drama

2.9 (C) discuss elements of drama such as characters, dialogue, and setting
2.10(A) discuss the author's purpose for writing text (R)
2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)
2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)
2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)
2.8(B) describe the main character's (characters') internal and external traits (R)
2.8(D) describe the importance of the setting (S)

tense,
including the difference between ser and estar (Spanish)
(iii) singular, plural, common, and proper nouns, including gender-specific articles; (Spanish)

Author's Craft: Thinking About the Writing

2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking

2.10(E) identify the use of first or third person in a text
 2.10(B) explain how the use of text structure contributes to the author's purpose
 2.10(C) explain the author's use of print and graphic features to achieve specific purposes
 2.10(D) discuss the use of descriptive, literal, and figurative language
(Spanish) Identifying the author's use of descriptive, literal, and figurative language such as idioms Examples of idioms include: llueve a cántaros, como buscar una aguja en un pajar, estar frito, estar en cueros, abrir de par en par.
 2.10(F) identify and explain the use of repetition

SLAR Word Study:

2.2A.iv decoding words with diphthongs and hiatus Understanding that diphthongs are formed by two vowels in a single syllable (/ai/, /au/, /ei/): Examples of words with diphthongs include:

- /ai/: ai-re, bai-le, trai-go
- /au/: cau-sa, au-tor
- /ei/: seis, pei-ne
- /eu/: deu-da, Eu-ro-pa
- /iu/: ciu-dad, viu-da
- /ui/: rui-do, jui-cio
- /ia/: via-je, ma-gia
- /ua/: cua-te, guar-dar
- /ie/: nie-ve, siem-pre
- /ue/: nue-va, cue-va
- /io/: o-dio, Vio-le-ta
- /uo/: mons-truo, an-ti-guo

3rd 9 weeks

[TRS Unit 07A: Examining Characteristics of Informational Text](#)

[TRS Unit 09: Examining Characteristics of Persuasive Text](#)

Word Study	Reading	Writing
<p>Spelling Patterns</p> <ul style="list-style-type: none"> er, ir, ur vowel team -oo- (look) oo, ew, ue ou, ow short o (aw, au, augh, ough a(l)) compound words contractions soft g (-ge, -dge) adding -ed -ing (doubling and not doubling consonants) <p>(iv) decoding compound words, contractions and common abbreviations</p>	<p>Informational</p> <p>2.9 (D) recognize characteristics and structures of informational text including:</p> <p>(ii) features and graphics to locate and gain information</p> <p><i>2.10(A) discuss the author's purpose for writing text (R)</i></p> <p><i>2.9(D) (i) [recognize] the central idea with supporting evidence with adult assistance (R)</i></p> <p><i>2.9(D) (iii) [recognize] organizational patterns such as chronological order and cause and effect stated explicitly (S)</i></p> <p>Persuasive</p> <p>2.9 (E) recognize characteristics of persuasive text</p> <p><i>2.10(A) discuss the author's purpose for writing text (R)</i></p> <p><i>2.9(E) (i) stating what the author is trying to persuade the reader to think or do (R)</i></p> <p><i>2.9(E) (ii) distinguishing facts from opinion (R)</i></p>	<p>Letters</p> <p>2.12(C) compose correspondence such as thank you notes or letters</p> <p>2.11(D) edit drafts using standard English conventions, including:</p> <p>(v) <i>adverbs that convey time and adverbs that convey place</i></p> <p>(vi) <i>prepositions and prepositional phrases</i></p> <p>(vii) <i>pronouns, including subjective, objective, and possessive cases</i></p> <p>(vii) <i>pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú (Spanish)</i></p> <p>(viii) <i>coordinating conjunctions to form compound subjects and predicates</i></p> <p>(ix) <i>capitalization of months, days of the week, and the salutation and conclusion of a letter</i></p> <p>(x) <i>end punctuation, apostrophes in contractions, and commas with items in a series and in dates</i></p> <p>Informational Texts and Reports</p> <p>2.12(B) compose informational texts, including procedural texts and reports</p>
<p>Author's Craft: Thinking About the Writing</p> <p>2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</p>		
<p>2.10(B) explain how the use of text structure contributes to the author's purpose</p> <p>2.10(C) explain the author's use of print and graphic features to achieve specific purposes</p> <p>2.10(F) identify and explain the use of repetition</p>		

SLAR Word Study: [2.2A.v](#) decoding common abbreviations

- Identifying unknown abbreviations
- Understanding that an abbreviation is a shortened form of a word
- Using the letters given in the abbreviation, thinking about the larger word it may represent (Note: Abbreviations should not be decoded letter by letter because they represent a larger word as in Ud. for usted.)
- Saying/reading the word that the abbreviation represents not just reading/saying the letters in the abbreviation
- Abreviación — la forma abreviada de una palabra o frase que generalmente requiere un punto al final (con excepción de los puntos cardinales y las unidades de medida) y que se pronuncia como la palabra original que representa
 - Examples include: Dr. for doctor, Sra. for Señora, Uds. for ustedes, pág. for página
- Decodificar — aplicar el conocimiento de las relaciones entre letras y sonidos para pronunciar una palabra; en la práctica de la lectura, el término se usa principalmente para referirse a la identificación de palabras en lugar de a la comprensión de palabras

Positive Character Traits:

(3) Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:

- (A) define patience and identify actions that demonstrate patience; and
- (B) explain and identify examples of how actions can demonstrate kindness to others.

4th 9 weeks

[TRS Unit 07A: Examining Characteristics of Informational Text](#)
[TRS Unit 07B: Finding Information Through Inquiry and Research](#)
[TRS Unit 08: Examining Characteristics of Poetry](#)

Word Study	Reading	Writing
<p><u>Spelling Patterns</u></p> <ul style="list-style-type: none">● adding -ed -ing (drop the e sometimes)● long e spelled y● suffixes -ly, -er, -est, -ful● prefixes un-, re-, dis-● final e and vowel teams● triple blends, final stable syllables 2.2Bv● -ch, -tch● open and closed syllables <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p><u>Informational</u></p> <p>2.9 (D) recognize characteristics and structures of informational text including:</p> <p>(ii) features and graphics to locate and gain information</p> <p><i>2.10(A) discuss the author's purpose for writing text (R)</i></p> <p><i>2.9(D) (i) [recognize] the central idea with supporting evidence with adult assistance (R)</i></p> <p><i>2.9(D) (iii) [recognize] organizational patterns such as chronological order and cause and effect stated explicitly (S)</i></p> <p><u>Media</u></p> <p>2.9 (E) recognize characteristics of multimodal and digital text</p> <p><i>2.10(A) discuss the author's purpose for writing text</i></p> <p><u>Poetry</u></p> <p>2.9(B) explain visual patterns and structures in a variety of poems (S)</p> <p><i>2.10(A) discuss the author's purpose for writing text (R)</i></p> <p><i>2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)</i></p> <p><i>2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)</i></p> <p><i>2.8(B) describe the main character's (characters') internal and external traits (R)</i></p> <p><i>2.8(D) describe the importance of the setting (S)</i></p>	<p><u>Research</u></p> <p>2.13 use research skills to plan and present in written, oral, or multimodal formats</p> <p><i>A) generate questions for formal and informal inquiry with adult assistance</i></p> <p><i>(B) develop and follow a research plan with adult assistance</i></p> <p><i>(C) identify and gather relevant sources and information to answer the questions</i></p> <p><i>(D) identify primary and secondary sources</i></p> <p><i>(E) demonstrate understanding of information gathered</i></p> <p><i>(F) cite sources appropriately</i></p> <p><i>(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</i></p> <p><u>Poetry</u></p> <p>2.12(A) compose literary texts, including personal narratives and poetry</p>

	<p style="text-align: center;">Author's Craft: Thinking About the Writing</p> <p style="text-align: center;">2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</p> <p>2.10(E) identify the use of first or third person in a text 2.10(B) explain how the use of text structure contributes to the author's purpose 2.10(C) explain the author's use of print and graphic features to achieve specific purposes 2.10(D) discuss the use of descriptive, literal, and figurative language <i>(Spanish) Identifying the author's use of descriptive, literal, and figurative language such as idioms Examples of idioms include: llueve a cántaros, como buscar una aguja en un pajar, estar frito, estar en cueros, abrir de par en par.</i> 2.10(F) identify and explain the use of repetition</p>
--	---

<p>SLAR Word Study:</p> <p><u>2.2A.vi</u> decoding words with prefixes and suffixes</p> <p>Prefijo — una o más letras colocadas antes de una palabra raíz o base que cambia el significado de la palabra</p> <ul style="list-style-type: none"> ● <i>re-</i> meaning “again, emphasis, denial, back” <ul style="list-style-type: none"> ■ Examples include: <i>rehacer, repasar, revisar, renacer, reprobar, reiniciar</i> ○ <i>pre-</i> meaning “before” <ul style="list-style-type: none"> ■ Examples include: <i>preordinar, prevenir, preocupar, presuponer</i> ○ <i>in-</i> and <i>im-</i> meaning “no or not” <ul style="list-style-type: none"> ■ Examples include: <i>imposible, invisible, inútil</i> ○ <i>dis-</i> and <i>des-</i> meaning “not, opposite of” <ul style="list-style-type: none"> ■ Examples include: <i>disparar, disculpar, desaparecer, desordenado, desigual</i> ● Sufijo— morfema agregado al final de ciertas palabras modificando el verbo en tiempo, numero, modo o persona (por ej., -aba, -s, -ndo), o género y número de los nombres y adjetivos <ul style="list-style-type: none"> ○ inflection endings -s and -es meaning “more than one; plural” <ul style="list-style-type: none"> ■ Examples include: <i>perros, casas, clases, camiones, lápices*, nueces*</i> (see note below) ○ <i>-or</i> meaning “a condition, quality or property of things or persons” <ul style="list-style-type: none"> ■ Examples include: <i>secador, refrigerador, profesor, conductor, jugador, comedor</i> ○ <i>-ito/-ita</i> meaning “diminutive/small or as a term of endearment” <ul style="list-style-type: none"> ■ Examples include: <i>tomatito, perrito, abuelita, momentito, ahorita</i> ○ <i>-ísimo/-ísima</i> meaning “superlative of an adjective” <ul style="list-style-type: none"> ■ Examples include: <i>riquísima, durísimo, buenísimo</i> ○ <i>-ción</i> meaning “action, state, or process, used to form nouns showing the action of the verb” <ul style="list-style-type: none"> ■ Examples include: <i>atención, discusión, presentación, operación, celebración</i>

<p>Additional Resources</p> <ul style="list-style-type: none"> ● SLAR/ELAR TEKS Comparison ● Lead4ward Resources ● TEKS Resource System IFD documents ● Language Arts Adoption- Houghton Mifflin Harcourt (HMH)
--