Unit 1: Realistic Fiction

**Unit Overview:** In this unit, students will **Consume and Critique** realistic fiction and **Produce** (O’Flahavan) personal narratives utilizing the literary elements found in mentor text. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through **Quickwrites** (Rief), which will provide the seeds for composing personal narratives. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional practices in the Unit 1 planning guide with the **First 25 Days of Reading** and the **First 25 Days Writing Workshop** which will set the foundation for guided reading routines, writing workshop, and practices.

**Essential Question:** How can we use experiences to connect our communities?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Realistic Fiction | 14 lessons | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
  ELA.2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.  
  ELA.2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
  ELA.2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
  ELA.2.2.C Alphabetize a series of words and use a dictionary or glossary to find words.  
  ELA.2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
  ELA.2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.  
**Strand 1: Foundational Language Skills—Vocabulary**  
ELA.2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.  
ELA.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.  
**Strand 1: Foundational Language Skills—Fluency**  
ELA.2.4.A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |
### 2019-2020 Scope and Sequence
#### English Language Arts – Grade 2

**Cycle 1**

<table>
<thead>
<tr>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: J–K</td>
<td></td>
</tr>
<tr>
<td>DRA Level: 18–20</td>
<td></td>
</tr>
</tbody>
</table>

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 1:** Foundational Language Skills—Self-Sustained Reading

**ELA.2.5A** Self-select text and read independently for a sustained period of time.

**Strand 2:** Comprehension Skills

**ELA.2.6A** Establish purpose for reading assigned and self-selected texts.
**ELA.2.6B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
**ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
**ELA.2.6D** Create mental images to deepen understanding.
**ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.
**ELA.2.6F** Make inferences and use evidence to support understanding.
**ELA.2.6G** Evaluate details read to determine key ideas.
**ELA.2.6H** Synthesize information to create new understanding.
**ELA.2.6I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

**Strand 3:** Response Skills

**ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.
**ELA.2.7C** Use text evidence to support an appropriate response.
**ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4:** Multiple Genres—Literary Elements

**ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance.
**ELA.2.8B** Describe the main character's (characters') internal and external traits.
**ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
**ELA.2.8D** Describe the importance of the setting.

**Strand 5:** Author’s Purpose and Craft

**ELA.2.10A** Discuss the author’s purpose for writing text.
**ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.
**ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.
**ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.
**ELA.2.10E** Identify the use of first or third person in a text.
**ELA.2.10F** Identify and explain the use of repetition.

**Strand 6:** Composition—Writing Process

**ELA. 2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.
## Unit 2: Traditional Tales

**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) traditional tales. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through

<table>
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<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.</th>
<th>Aug. 26 – Oct. 18, 2019</th>
<th>Guided Reading Level: J–K</th>
<th>DRA Level: 18–20</th>
</tr>
</thead>
</table>

**Ongoing TEKS**

- **ELA.2.11B** Develop drafts into a focused piece of writing by organizing with structure.
- **ELA.2.11B** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.
- **ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
- **ELA.2.11D** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.
- **ELA.2.11D** Edit drafts using standard English conventions, including past, present, and future verb tense.
- **ELA.2.11D** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
- **ELA.2.11D** Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.
- **ELA.2.11D** Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.
- **ELA.2.11D** Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- **ELA.2.11E** Publish and share writing.

**Strand 6: Composition—Genres**

- **ELA.2.12A** Compose literary texts, including personal narratives and poetry.

**Strand 7: Inquiry and Research**

- **ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
## Cycle 1

<table>
<thead>
<tr>
<th>Days</th>
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<tbody>
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</tr>
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<td>DRA Level:</td>
<td>18–20</td>
</tr>
</tbody>
</table>

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

### Essential Question: How can we use experiences to connect our communities?

#### Unit 2

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Tales</strong></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td>8 lessons</td>
<td>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</td>
</tr>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td>ELA.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td>Sept. 16-27</td>
<td>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td>ELA.2.2B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
</tr>
<tr>
<td>Sept. 16-20</td>
<td>ELA.2.2C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</td>
</tr>
<tr>
<td>Sept. 23-27</td>
<td>ELA.2.2E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</td>
</tr>
<tr>
<td><strong>Early Dismissal</strong></td>
<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
</tr>
<tr>
<td>Sept. 27</td>
<td>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</td>
</tr>
<tr>
<td><strong>Strand 1: Foundational Language Skills—Self-Sustained Reading</strong></td>
<td>ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.</td>
</tr>
<tr>
<td></td>
<td>ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</td>
</tr>
<tr>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Self-Sustained Reading</strong></td>
</tr>
<tr>
<td></td>
<td>ELA.2.5A Self-select text and read independently for a sustained period of time.</td>
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## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

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### Strand 2: Comprehension Skills
- ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- ELA.2.6D Create mental images to deepen understanding.
- ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.
- ELA.2.6F Make inferences and use evidence to support understanding.
- ELA.2.6H Synthesize information to create new understanding.

### Strand 3: Response Skills
- ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- ELA.2.7C Use text evidence to support an appropriate response.
- ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

### Strand 4: Multiple Genres—Literary Elements
- ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.
- ELA.2.8B Describe the main character’s (characters’) internal and external traits.
- ELA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
- ELA.2.8D Describe the importance of the setting.

### Strand 4: Multiple Genres—Genres
- ELA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

### Strand 5: Author’s Purpose and Craft
- ELA.2.10A Discuss the author’s purpose for writing text.
- ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.
- ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.
- ELA.2.10D Discuss the use of descriptive, literal, and figurative language.
- ELA.2.10E Identify the use of first or third person in a text.
- ELA.2.10F Identify and explain the use of repetition.

### Strand 6: Composition—Writing Process
- ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.
- ELA.2.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.
- ELA.2.11D.x Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

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<tr>
<th>Strand 6: Composition—Genres</th>
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<tbody>
<tr>
<td>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Strand 7: Inquiry and Research</th>
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<tbody>
<tr>
<td>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</td>
</tr>
<tr>
<td>ELA. 2.13 B Develop and follow a research plan with adult assistance.</td>
</tr>
<tr>
<td>ELA. 2.13C Identify and gather relevant sources and information to answer the questions.</td>
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<td>ELA. 2.13D Identify primary and secondary sources.</td>
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<td>ELA. 2.13E Demonstrate understanding of information gathered.</td>
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<td>ELA. 2.13F Cite sources appropriately.</td>
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<table>
<thead>
<tr>
<th>Unit 3: Poetry</th>
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</thead>
<tbody>
<tr>
<td>Unit Overview: In this unit, students will <strong>Consume, Critique, and Produce</strong> (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre <strong>Must Have, Might Have, and Won’t Have</strong> (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of <strong>Book, Head, Heart</strong> (Beers and Probst). Students will respond to poetry through <strong>Quickwrites</strong> (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will <strong>Notice and Name</strong> (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of prepositions, pronouns, coordinating conjunctions, and subject-verb agreement. <strong>Foundational Language Skills</strong> such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</td>
</tr>
</tbody>
</table>

| Essential Question: How can we use experiences to connect our communities? |

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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<tbody>
<tr>
<td>Poetry</td>
<td>13 lessons</td>
<td>The student will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV.</td>
</tr>
</tbody>
</table>
## 2019-2020 Scope and Sequence

### English Language Arts – Grade 2

**Global Graduate**

<table>
<thead>
<tr>
<th>Cycle 1</th>
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</tr>
</tbody>
</table>

### Strand 1: Foundational Language Skills—Vocabulary

- **ELA.2.2B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.
- **ELA.2.2B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2D** Alphabetize a series of words and use a dictionary or glossary to find words.
- **ELA.2.2E** Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

### Strand 1: Foundational Language Skills—Self-Sustained Reading

- **ELA.2.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.
- **ELA.2.3C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
- **ELA.2.3D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

### Strand 2: Comprehension Skills

- **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **ELA.2.6D** Create mental images to deepen understanding.
- **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.2.6F** Make inferences and use evidence to support understanding.
- **ELA.2.6H** Synthesize information to create new understanding.

### Strand 3: Response Skills

- **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- **ELA.2.7C** Use text evidence to support an appropriate response.
- **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

### Strand 4: Multiple Genres—Literary Elements

- **ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance.

---

**Fall Holiday**

Oct. 9 (students only)

**Part 3**

Oct. 14-18

**Early Dismissal**

Oct. 18

**Renaissance Learning 360 Progress Monitoring**

Oct. 14 – Nov. 1
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

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Complete instructional planning information and support are in the HISD Curriculum documents.

---

**Strand 1: Foundational Language Skills**

**ELA.2.8B** Describe the main character’s (characters’) internal and external traits.

**ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

**ELA.2.8D** Describe the importance of the setting.

**Strand 4: Multiple Genres—Genres**

**ELA.2.9B** Explain visual patterns and structures in a variety of poems.

**Strand 5: Author’s Purpose and Craft**

**ELA.2.10A** Discuss the author’s purpose for writing text.

**ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.

**ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.

**ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.

**ELA.2.10E** Identify the use of first or third person in a text.

**ELA.2.10F** Identify and explain the use of repetition.

**Strand 6: Composition—Writing Process**

**ELA.2.11D.vi** Edit drafts using standard English conventions, including prepositions and prepositional phrases.

**ELA.2.11D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

**ELA.2.11D.viii** Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

**Strand 6: Composition—Genres**

**ELA.2.12A** Compose literary texts, including personal narratives and poetry.

**ELA.2.12C** Compose correspondence such as thank you notes or letters.

**Strand 7: Inquiry and Research**

**ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.

**ELA.2.13B** Develop and follow a research plan with adult assistance.

**ELA.2.13C** Identify and gather relevant sources and information to answer the questions.

**ELA.2.13D** Identify primary and secondary sources.

**ELA.2.13E** Demonstrate understanding of information gathered.

**ELA.2.13F** Cite sources appropriately.

**ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

---

**Ongoing TEKS**

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1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: February 11, 2020
**Unit 4: Informational/Literary Nonfiction**

Unit Overview: In this unit, Students will explore the genre of Informational/Literary Nonfiction which is composed of biographies, autobiographies, and memoirs. While interacting with these texts, students will analyze how authors present major events in a person’s life, recognize characteristics of informational texts including features, organizational patterns and determine the central idea. The teacher will model by writing alongside the students and highlighting their use of pronouns, coordinating conjunctions and correct capitalization for months, days of the week, salutations and conclusions. Students will understand how to effectively revise a composition by adding, deleting, or rearranging words, phrases, and sentences. Foundational Language Skills such as oral language, word study and vocabulary are embedded in reading and writing lessons and the Fluid Literacy Block.

Essential Question: How have ideas from the past influenced actions of the present?

<table>
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<tr>
<th>Unit 4</th>
<th>Number of Lessons</th>
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<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong></td>
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<td><strong>ELA.2.2B.i</strong> Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</td>
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<td><strong>ELA.2.2B.iii</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
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<td><strong>ELA.2.2B.iv</strong> Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.</td>
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<td><strong>ELA.2.2B.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
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<td><strong>ELA.2.2B.vi</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
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<td><strong>ELA.2.2C.i</strong> Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
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<td><strong>ELA.2.2C.II</strong> Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.</td>
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<td><strong>ELA.2.2C.III</strong> Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</td>
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<td><strong>ELA.2.2C.vi</strong> Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
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<td><strong>ELA.2.2D</strong> Alphabetize a series of words and use a dictionary or glossary to find words.</td>
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<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
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<tr>
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<td><strong>ELA.2.3B</strong> Use context within and beyond a sentence to determine the meaning of unfamiliar words.</td>
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<td><strong>ELA.2.3C</strong> Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ation/sion.</td>
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## Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
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Guided Reading Level: K–L  
DRA Level: 20–24

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<thead>
<tr>
<th>Strand 1: Foundational Language Skills—Self-Sustained Reading</th>
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<tbody>
<tr>
<td>ELA.2.5A Self-select text and read independently for a sustained period of time.</td>
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<tr>
<th>Strand 2: Comprehension Skills</th>
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<tbody>
<tr>
<td>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</td>
</tr>
<tr>
<td>ELA.2.6D Create mental images to deepen understanding.</td>
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<td>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</td>
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<tr>
<td>ELA.2.6F Make inferences and use evidence to support understanding.</td>
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<td>ELA.2.6H Synthesize information to create new understanding.</td>
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<tr>
<th>Strand 3: Response Skills</th>
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<tbody>
<tr>
<td>ELA.2.7A Describe personal connections to a variety of sources.</td>
</tr>
<tr>
<td>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</td>
</tr>
<tr>
<td>ELA.2.7C Use text evidence to support an appropriate response.</td>
</tr>
<tr>
<td>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
</tr>
<tr>
<td>ELA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</td>
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<tr>
<td>ELA.2.7F Respond using newly acquired vocabulary as appropriate.</td>
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<tr>
<th>Strand 4: Multiple Genres—Genres</th>
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<tbody>
<tr>
<td>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</td>
</tr>
<tr>
<td>ELA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</td>
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<th>Strand 5: Author’s Purpose and Craft</th>
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<tbody>
<tr>
<td>ELA.2.10A Discuss the author’s purpose for writing text.</td>
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<tr>
<td>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</td>
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<tr>
<td>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</td>
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<tr>
<td>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</td>
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<tr>
<td>ELA.2.10E Identify the use of first or third person in a text.</td>
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<td>ELA.2.10F Identify and explain the use of repetition.</td>
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<th>Strand 6: Composition—Writing Process</th>
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<tr>
<td>ELA.2.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</td>
</tr>
<tr>
<td>ELA.2.11D.i Edit drafts using standard English conventions, including past, present, and future verb tense.</td>
</tr>
<tr>
<td>ELA.2.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</td>
</tr>
</tbody>
</table>
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

|---------|---------|------------------------|

Guided Reading Level: K–L
DRA Level: 20–24

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

### Foundational Language Skills

- **ELA.2.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
- **ELA.2.11D.ix** Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.

### Composition—Genres

- **ELA.2.12B** Compose informational texts, including procedural texts and reports.
- **ELA.2.12C** Compose correspondence such as thank you notes or letters.

### Inquiry and Research

- **ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### Unit 5: Informational Text

**Unit Overview:** In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to informational texts through **Quickwrites** (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of adverbs, adjectives, and punctuation marks. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can exploration of our world lead to new discoveries?

<table>
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<tr>
<th>Unit 5</th>
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</tr>
</thead>
</table>
| **Informational Text** | 13 lessons | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**
| | | **ELA.2.2A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
| | | **ELA.2.2B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends. |

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres

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Updated: February 11, 2020
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

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### Foundational Language Skills

- **ELA.2.2B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- **ELA.2.2B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

- **ELA.2.2C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- **ELA.2.2C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

- **ELA.2.2D** Alphabetize a series of words and use a dictionary or glossary to find words.

### Vocabulary

- **ELA.2.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

- **ELA.2.3C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

- **ELA.2.3D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

### Self-Sustained Reading

- **ELA.2.5A** Self-select text and read independently for a sustained period of time.

### Comprehension Skills

- **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

- **ELA.2.6D** Create mental images to deepen understanding.

- **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.

- **ELA.2.6F** Make inferences and use evidence to support understanding.

- **ELA.2.6H** Synthesize information to create new understanding.

### Response Skills

- **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

- **ELA.2.7C** Use text evidence to support an appropriate response.

- **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

### Multiple Genres—Genres

- **ELA.2.9D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

- **ELA.2.9D.ii** Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

**Cycle 2**

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| 39 Days | Oct. 21 – Dec. 19, 2019 |

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Ongoing TEKS**

### Unit 6: Persuasive Text

**Unit Overview:** In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) persuasive texts. Students will explore and recognize characteristics and structures of argumentative text identifying the claim, distinguishing facts from opinions, analyzing the intended audience, and recognizing characteristics of multimodal and digital texts to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to persuasive texts through **Quickwrites** (Rief), which will provide the seeds for composing argumentative texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own argumentative texts. The teacher will model this process by writing alongside the students highlighting their use of prepositions.
2019-2020 Scope and Sequence  
English Language Arts – Grade 2

### Cycle 2

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**DRA Level:** 20–24  

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Essential Question:** How can exploration of our world lead to new discoveries?

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<tr>
<th>Unit 6</th>
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</table>
| Persuasive Text | 13 lessons | **Strand 1:** Foundational Language Skills—Beginning Reading and Writing  
ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.  
ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.  
ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.  
A.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.2.2B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.  
ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
ELA.2.2C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.2.2C.ii Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.  
ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.  
ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.  
ELA.2.2C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ation.  
ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.  

**Strand 1:** Foundational Language Skills—Vocabulary  
ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.  
ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ation.  

**Strand 1:** Foundational Language Skills—Self-Sustained Reading  
ELA.2.5A Self-select text and read independently for a sustained period of time.  

- Foundational Language Skills  
- Comprehension Skills  
- Response Skills  
- Multiple Genres  
- Author’s Purpose and Craft  
- Composition  
- Inquiry and Research

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Updated: February 11, 2020
2019-2020 Scope and Sequence
English Language Arts – Grade 2

Cycle 2

| 39 Days | The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.
| Guided Reading Level: K–L |

Oct. 21 – Dec. 19, 2019

Guided Reading Level: K–L
DRA Level: 20–24

Strand 2: Comprehension Skills
ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
ELA.2.6D Create mental images to deepen understanding.
ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.
ELA.2.6F Make inferences and use evidence to support understanding.
ELA.2.6H Synthesize information to create new understanding.

Strand 3: Response Skills
ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.
ELA.2.7C Use text evidence to support an appropriate response.
ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

Strand 4: Multiple Genres—Genres
ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
ELA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.
ELA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.
ELA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.
ELA.2.9F Recognize characteristics of multimodal and digital texts.

Strand 5: Author’s Purpose and Craft
ELA.2.10A Discuss the author’s purpose for writing text.
ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.
ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.
ELA.2.10D Discuss the use of descriptive, literal, and figurative language.
ELA.2.10E Identify the use of first or third person in a text.
ELA.2.10F Identify and explain the use of repetition.

Strand 6: Composition—Writing Process
ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.
ELA.2.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.
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### Strand 6: Composition—Genres

- **ELA.2.12B** Compose informational texts, including procedural texts and reports.

### Strand 7: Inquiry and Research

- **ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### Ongoing TEKS

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1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: February 11, 2020
Unit 7: Drama

Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) drama (plays). As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore elements of drama such as characters, dialogue, setting, and acts to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to dramas through Quickwrites (Rief), which will provide the seeds for composing dramas. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives and adverbs. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we connect with and celebrate diversity?

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<tr>
<td>Drama</td>
<td>13 lessons</td>
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<td>Strand 1: Foundational Language Skills—Vocabulary</td>
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Guided Reading Level: K–M
DRA Level: 24–28

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Cycle 3

<table>
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<th>49 Days</th>
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<tbody>
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<td>DRA Level: 24–28</td>
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The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

**ELA.2.5A** Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**

**ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**ELA.2.6D** Create mental images to deepen understanding.

**ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.2.6F** Make inferences and use evidence to support understanding.

**ELA.2.6H** Synthesize information to create new understanding.

**Strand 3: Response Skills**

**ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

**ELA.2.7C** Use text evidence to support an appropriate response.

**ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary Elements**

**ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance.

**ELA.2.8B** Describe the main character’s (characters’) internal and external traits.

**ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

**ELA.2.8D** Describe the importance of the setting.

**Strand 4: Multiple Genres—Genres**

**ELA.2.9A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

**ELA.2.9C** Discuss elements of drama such as characters, dialogue, and setting.

**Strand 5: Author’s Purpose and Craft**

**ELA.2.10A** Discuss the author’s purpose for writing text.

**ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.

**ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.

**ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.

**ELA.2.10E** Identify the use of first or third person in a text.

**ELA.2.10F** Identify and explain the use of repetition.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

<table>
<thead>
<tr>
<th>Cycle 3</th>
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<tr>
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<td></td>
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</tbody>
</table>

**Strand 6: Composition—Writing Process**
- **ELA.2.11D.iv** Edit drafts using standard English conventions, including adjectives, including articles.
- **ELA.2.11D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

**Strand 6: Composition—Genres**
- **ELA.2.12A** Compose literary texts, including personal narratives and poetry.

**Strand 7: Inquiry and Research**
- **ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
## Unit 8: Poetry

**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to poetry through **Quickwrites** (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of prepositions and pronouns. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can we connect with and celebrate diversity?

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Suggested Pacing</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Poetry | 13 lessons       | **Strand 1:** **Foundational Language Skills**—**Beginning Reading and Writing**  
ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.  
ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.  
ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.  
ELA.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
ELA.2.2C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.  
ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.  
ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.  
| **Part 1** | Jan. 27-31 |  |
| **Snapshot 2** | Writing | Suggested Window:  
Jan. 27-31 |  |
| **Part 2** | Feb. 3-7 |  |
| **Part 3** | |  |

**Strand 1: ** **Foundational Language Skills**—**Vocabulary**  
ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.  
ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/lon/sion.  
ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

**Guided Reading Level:** K–M  
**DRA Level:** 24–28  
**Cycle 3**  
**49 Days**  
**Jan. 6 – Mar. 13, 2020**  
The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Suggested Pacing:**  
**Jan. 27 – Feb. 14**  
**Part 1**  
Jan. 27-31  
**Snapshot 2**  
**Writing**  
Suggested Window:  
Jan. 27-31  
**See Outline for TEKS Details**  
**Part 2**  
Feb. 3-7  
**Part 3**
### 2019-2020 Scope and Sequence
**English Language Arts – Grade 2**

<table>
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<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
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<td><strong>DRA Level:</strong> 24–28</td>
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**Guided Reading Level:** K–M

**DRA Level:** 24–28

<table>
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<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Feb. 10-14</td>
<td>High Frequency Word Evaluation MOY</td>
</tr>
<tr>
<td>Feb. 3-7</td>
<td>Early Dismissal Feb. 14</td>
</tr>
</tbody>
</table>

**Strand 1:** **Foundational Language Skills—Self-Sustained Reading**

- **ELA.2.5A** Self-select text and read independently for a sustained period of time.

**Strand 2:** **Comprehension Skills**

- **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **ELA.2.6D** Create mental images to deepen understanding.
- **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.2.6F** Make inferences and use evidence to support understanding.
- **ELA.2.6H** Synthesize information to create new understanding.

**Strand 3:** **Response Skills**

- **ELA.2.7A** Describe personal connections to a variety of sources.
- **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- **ELA.2.7C** Use text evidence to support an appropriate response.
- **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.
- **ELA.2.7E** Interact with sources in meaningful ways such as illustrating or writing.
- **ELA.2.7F** Respond using newly acquired vocabulary as appropriate.

**Strand 4:** **Multiple Genres—Literary Elements**

- **ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance.
- **ELA.2.8B** Describe the main character’s (characters’) internal and external traits.
- **ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
- **ELA.2.8D** Describe the importance of the setting.

**Strand 4:** **Multiple Genres—Genres**

- **ELA.2.9B** Explain visual patterns and structures in a variety of poems.

**Strand 5:** **Author’s Purpose and Craft**

- **ELA.2.10A** Discuss the author’s purpose for writing text.
- **ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.
- **ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.
- **ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.
- **ELA.2.10E** Identify the use of first or third person in a text.
- **ELA.2.10F** Identify and explain the use of repetition.

**Strand 6:** **Composition—Writing Process**

1. **Foundational Language Skills**
2. **Comprehension Skills**
3. **Response Skills**
4. **Multiple Genres**
5. **Author’s Purpose and Craft**
6. **Composition**
7. **Inquiry and Research**

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Updated: February 11, 2020
| Cycle 3 | 49 Days | The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| Guided Reading Level: K–M | Jan. 6 – Mar. 13, 2020 |

**ELA. 2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**ELA.2.11B.i** Develop drafts into a focused piece of writing by organizing with structure.

**ELA.2.11B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

**ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

**ELA.2.11D.vi** Edit drafts using standard English conventions, including prepositions and prepositional phrases.

**ELA.2.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

**Strand 6: Composition—Genres**

**ELA. 2.12A** Compose literary texts, including personal narratives and poetry.

**Strand 7: Inquiry and Research**

**ELA. 2.13A** Generate questions for formal and informal inquiry with adult assistance.

**ELA.2.13 B** Develop and follow a research plan with adult assistance.

**ELA.2.13C** Identify and gather relevant sources and information to answer the questions.

**ELA.2.13D** Identify primary and secondary sources.

**ELA.2.13E** Demonstrate understanding of information gathered.

**ELA.2.13F** Cite sources appropriately.

**ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
### Unit 9: Informational/Literary Nonfiction

**Unit Overview:** In this unit, students will explore the genre of Informational/Literary Nonfiction which is composed of biographies, autobiographies, and memoirs. While interacting with these texts, students will analyze how authors present major events in a person's life, recognize characteristics of informational texts including features, organizational patterns, and determine the central idea. The teacher will model by writing alongside the students and highlighting their use of pronouns, coordinating conjunctions, and correct capitalization for months, days of the week, salutations, and conclusions. Students will understand how to effectively revise a composition by adding, deleting, or rearranging words, phrases, and sentences. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in reading and writing lessons and the Fluid Literacy Block.

**Essential Question:** How can we connect with and celebrate diversity?

<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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<tbody>
<tr>
<td><strong>Informational/Literary Nonfiction</strong></td>
<td>17 lessons</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td></td>
<td>ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</td>
</tr>
<tr>
<td><strong>Feb. 17 – Mar. 13</strong></td>
<td></td>
<td>ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td>ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</td>
</tr>
<tr>
<td>Feb. 17-21</td>
<td></td>
<td>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</td>
</tr>
<tr>
<td>Feb. 24-28</td>
<td></td>
<td>ELA.2.2B.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td></td>
<td>ELA.2.2B.iii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td>Mar. 2-6</td>
<td></td>
<td>ELA.2.2C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
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<tr>
<td><strong>Part 4</strong></td>
<td></td>
<td>ELA.2.2C.ii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</td>
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<tr>
<td>Mar. 9-13</td>
<td></td>
<td>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td></td>
<td>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</td>
</tr>
<tr>
<td>Mar. 16-20</td>
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<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</td>
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<td></td>
<td>ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ton/sion.</td>
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## 2019-2020 Scope and Sequence
### English Language Arts – Grade 2

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### Foundational Language Skills
- **ELA.2.3D** identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

### Comprehension Skills
- **Strand 1: Foundational Language Skills—Fluency**
  - **ELA.2.4A** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- **Strand 1: Foundational Language Skills—Self-Sustained Reading**
  - **ELA.2.5A** Self-select text and read independently for a sustained period of time.

- **Strand 2: Comprehension Skills**
  - **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
  - **ELA.2.6D** Create mental images to deepen understanding.
  - **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.
  - **ELA.2.6F** Make inferences and use evidence to support understanding.
  - **ELA.2.6H** Synthesize information to create new understanding.

- **Strand 3: Response Skills**
  - **ELA.2.7A** Describe personal connections to a variety of sources.
  - **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.
  - **ELA.2.7C** Use text evidence to support an appropriate response.
  - **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.
  - **ELA.2.7E** Interact with sources in meaningful ways such as illustrating or writing.
  - **ELA.2.7F** Respond using newly acquired vocabulary as appropriate.

- **Strand 4: Multiple Genres—Genres**
  - **ELA.2.9D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
  - **ELA.2.9D.ii** Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
  - **ELA.2.9D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

- **Strand 5: Author’s Purpose and Craft**
  - **ELA.2.10A** Discuss the author’s purpose for writing text.
  - **ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.
  - **ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.
  - **ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.
Cycle 3

| 49 Days | Jan. 6 – Mar. 13, 2020 |

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

Guided Reading Level: K–M

DRA Level: 24–28

ELA.2.10E Identify the use of first or third person in a text.

ELA.2.10F Identify and explain the use of repetition.

Strand 6: Composition—Writing Process

ELA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.

ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.

ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

ELA.2.11D.ix Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.

Strand 6: Composition—Genres

ELA.2.12B Compose informational texts, including procedural texts and reports.

ELA.2.12C Compose correspondence such as thank you notes or letters.

Strand 7: Inquiry and Research

ELA.2.13A Generate questions for formal and informal inquiry with adult assistance.

ELA.2.13 B Develop and follow a research plan with adult assistance.

ELA.2.13C Identify and gather relevant sources and information to answer the questions.

ELA.2.13D Identify primary and secondary sources.

ELA.2.13E Demonstrate understanding of information gathered.

ELA.2.13F Cite sources appropriately.

ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Ongoing TEKS
<table>
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<tr>
<td></td>
<td>DRA Level: 24–28</td>
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**Guided Reading Level:** K–M

**DRA Level:** 24–28
Elementary Curriculum and Development
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.
2019-2020 Scope and Sequence
English Language Arts – Grade 2

**Cycle 4**

<table>
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<th>47 Days</th>
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Guided Reading Level: M
DRA Level: 28–30

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Unit 10: Informational Text**

Unit Overview: In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to informational texts through **Quickwrites** (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of verbs, conjunctions, punctuation, and subjective-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can change and transition lead to something new?

<table>
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<th>Unit 10</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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<tbody>
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<td>Informational Text</td>
<td>13 lessons</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong>&lt;br&gt;<strong>ELA.2.2B.i</strong> Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.&lt;br&gt;<strong>ELA.2.2B.iii</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.&lt;br&gt;<strong>ELA.2.2B.vi</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.&lt;br&gt;<strong>ELA.2.2B.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.&lt;br&gt;<strong>ELA.2.2C.i</strong> Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.&lt;br&gt;<strong>ELA.2.2C.iii</strong> Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.&lt;br&gt;<strong>ELA.2.2C.iv</strong> Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.&lt;br&gt;<strong>ELA.2.2C.v</strong> Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.&lt;br&gt;<strong>ELA.2.2C.vi</strong> Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.&lt;br&gt;<strong>ELA.2.2D</strong> Alphabetize a series of words and use a dictionary or glossary to find words.</td>
</tr>
</tbody>
</table>

Suggested Pacing:
- **Part 1**
  - Mar. 23-27

**District-Level Assessment**
- **Writing**
  - Suggested Window: Mar. 23-27

See **Blueprint for TEKS Details**

**Snapshot 4**
- **Reading**
  - Suggested Window: Mar. 23-27

See **Outline for TEKS Details**

**Chávez/Huerta Day**
- Mar. 30
### Cycle 4

<table>
<thead>
<tr>
<th>47 Days</th>
<th>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
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<tbody>
<tr>
<td>Mar. 23 – May 29, 2020</td>
<td>Guided Reading Level: M DRA Level: 28–30</td>
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</table>

#### Part 2

**Mar. 31 – Apr. 3**

#### Part 3

**Apr. 6-9**

**Spring Holiday**

**Apr. 10**

<table>
<thead>
<tr>
<th>Strand 1: Foundational Language Skills—Vocabulary</th>
</tr>
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<tbody>
<tr>
<td>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</td>
</tr>
<tr>
<td>ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.</td>
</tr>
<tr>
<td>ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 1: Foundational Language Skills—Self-Sustained Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.5A Self-select text and read independently for a sustained period of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 2: Comprehension Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</td>
</tr>
<tr>
<td>ELA.2.6D Create mental images to deepen understanding.</td>
</tr>
<tr>
<td>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</td>
</tr>
<tr>
<td>ELA.2.6F Make inferences and use evidence to support understanding.</td>
</tr>
<tr>
<td>ELA.2.6H Synthesize information to create new understanding.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 3: Response Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.7A Describe personal connections to a variety of sources.</td>
</tr>
<tr>
<td>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</td>
</tr>
<tr>
<td>ELA.2.7C Use text evidence to support an appropriate response.</td>
</tr>
<tr>
<td>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
</tr>
<tr>
<td>ELA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</td>
</tr>
<tr>
<td>ELA.2.7F Respond using newly acquired vocabulary as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 4: Multiple Genres—Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</td>
</tr>
<tr>
<td>ELA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</td>
</tr>
<tr>
<td>ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 5: Author’s Purpose and Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.2.10A Discuss the author’s purpose for writing text.</td>
</tr>
<tr>
<td>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</td>
</tr>
<tr>
<td>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</td>
</tr>
</tbody>
</table>
Cycle 4

| 47 Days | Mar. 23 – May 29, 2020 | The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |

**Guided Reading Level:** M  
**DRA Level:** 28–30

|  
| ELA.2.10D Discuss the use of descriptive, literal, and figurative language.  
ELA.2.10E Identify the use of first or third person in a text.  
ELA.2.10F Identify and explain the use of repetition.  

**Strand 6: Composition—Writing Process**  
**ELA. 2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.  
**ELA.2.11B.i** Develop drafts into a focused piece of writing by organizing with structure.  
**ELA.2.11B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.  
**ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.  
**ELA.2.11D.vi** Edit drafts using standard English conventions, including prepositions and prepositional phrases.  
**ELA.2.11D.viii** Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.  

**Strand 6: Composition—Genres**  
**ELA.2.12B** Compose informational texts, including procedural texts and reports.  
**ELA.2.12C** Compose correspondence such as thank you notes or letters.  

**Strand 7: Inquiry and Research**  
**ELA. 2.13A** Generate questions for formal and informal inquiry with adult assistance.  
**ELA.2.13 B** Develop and follow a research plan with adult assistance.  
**ELA.2.13C** Identify and gather relevant sources and information to answer the questions.  
**ELA.2.13D** Identify primary and secondary sources.  
**ELA.2.13E** Demonstrate understanding of information gathered.  
**ELA.2.13F** Cite sources appropriately.  
**ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.  

**Ongoing TEKS**

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**Unit 11: Fiction and Traditional Tales**

**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) fiction and traditional tale. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction and traditional tales to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will
### 2019-2020 Scope and Sequence
#### English Language Arts – Grade 2

**Cycle 4**

<table>
<thead>
<tr>
<th>Guided Reading Level: M</th>
<th>DRA Level: 28–30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>47 Days</strong></td>
<td></td>
</tr>
<tr>
<td>Mar. 23 – May 29, 2020</td>
<td>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, punctuation, and subjective-verb agreement. 

**Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can change and transition lead to something new?

<table>
<thead>
<tr>
<th><strong>Unit 11</strong></th>
<th><strong>Number of Lessons</strong></th>
<th><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction and Traditional Tales</strong></td>
<td>13 lessons</td>
<td><strong>Strand 1:</strong> <strong>Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td></td>
<td><strong>ELA.2.2A.iv</strong> Demonstrate phonological awareness by manipulating phonemes within base words.</td>
</tr>
<tr>
<td>Part 1</td>
<td>Apr. 13-17</td>
<td><strong>ELA.2.2B.i</strong> Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Apr. 20-24</td>
<td><strong>ELA.2.2B.iii</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VC</td>
</tr>
<tr>
<td>Part 3</td>
<td>Apr. 27 – May 1</td>
<td><strong>ELA.2.2B.iv</strong> Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.</td>
</tr>
<tr>
<td>High Frequency</td>
<td>Apr. 13-17</td>
<td><strong>ELA.2.2B.v</strong> Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VC, and VCCC.</td>
</tr>
<tr>
<td>Word Evaluation EOY</td>
<td>Apr. 13-17</td>
<td><strong>ELA.2.2B.vi</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
</tr>
<tr>
<td>Renaissance Learning 360 Screener EOY</td>
<td>Apr. 20 – May 22</td>
<td><strong>ELA.2.2B.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td><strong>ELA.2.2C.i</strong></td>
<td></td>
<td><strong>ELA.2.2C.iii</strong> Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</td>
</tr>
<tr>
<td><strong>ELA.2.2C.ii</strong></td>
<td></td>
<td><strong>ELA.2.2C.iv</strong> Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</td>
</tr>
<tr>
<td><strong>ELA.2.2C.v</strong></td>
<td></td>
<td><strong>ELA.2.2C.vi</strong> Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.</td>
</tr>
<tr>
<td><strong>ELA.2.2C.vi</strong></td>
<td></td>
<td><strong>ELA.2.2D</strong> Alphabetize a series of words and use a dictionary or glossary to find words.</td>
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</tbody>
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**Updated:** February 11, 2020
## 2019-2020 Scope and Sequence

### English Language Arts – Grade 2

| Cycle 4 | 47 Days | The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

| Guided Reading Level: M DRA Level: 28–30 |

| **Strand 1: Foundational Language Skills—Vocabulary** |
| **ELA.2.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words. |
| **ELA.2.3C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. |
| **ELA.2.3D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. |

| **Strand 1: Foundational Language Skills—Self-Sustained Reading** |
| **ELA.2.5A** Self-select text and read independently for a sustained period of time. |

| **Strand 2: Comprehension Skills** |
| **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures. |
| **ELA.2.6D** Create mental images to deepen understanding. |
| **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society. |
| **ELA.2.6F** Make inferences and use evidence to support understanding. |
| **ELA.2.6H** Synthesize information to create new understanding. |

| **Strand 3: Response Skills** |
| **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text. |
| **ELA.2.7C** Use text evidence to support an appropriate response. |
| **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order. |

| **Strand 4: Multiple Genres—Literary Elements** |
| **ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance. |
| **ELA.2.8B** Describe the main character’s (characters’) internal and external traits. |
| **ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. |
| **ELA.2.8D** Describe the importance of the setting. |

| **Strand 4: Multiple Genres—Genres** |
| **ELA.2.9A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales. |
| **ELA.2.9B** Explain visual patterns and structures in a variety of poems. |
| **ELA.2.9C** Discuss elements of drama such as characters, dialogue, and setting. |

| **Strand 5: Author’s Purpose and Craft** |
| **ELA.2.10A** Discuss the author’s purpose for writing text. |

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**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Cycle 4

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<thead>
<tr>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>DRA Level: 28–30</td>
<td></td>
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</tbody>
</table>

The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 1: Foundational Language Skills**

- **ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.
- **ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.
- **ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.
- **ELA.2.10E** Identify the use of first or third person in a text.
- **ELA.2.10F** Identify and explain the use of repetition.

**Strand 6: Composition—Writing Process**

- **ELA.2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- **ELA.2.11B.i** Develop drafts into a focused piece of writing by organizing with structure.
- **ELA.2.11B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.
- **ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
- **ELA.2.11D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.
- **ELA.2.11D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.
- **ELA.2.11D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

**Strand 6: Composition—Genres**

- **ELA.2.12A** Compose literary texts, including personal narratives and poetry.
- **ELA.2.12B** Compose informational texts, including procedural texts and reports.
- **ELA.2.12C** Compose correspondence such as thank you notes or letters.

**Strand 7: Inquiry and Research**

- **ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13 B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**

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**Unit 12: Thematic Unit**

**Unit Overview:** In this unit, students will explore a thematic unit of study. Students analyze multiple genres and make connections between texts through that allow them to reflect upon the theme-based focus of this unit. Students will...
cycle 4

<table>
<thead>
<tr>
<th>Thematic Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</thead>
<tbody>
<tr>
<td>Suggested Pacing:</td>
<td>17 lessons</td>
<td>Strand 1: Foundational Language Skills—Beginning Reading and Writing</td>
</tr>
<tr>
<td>May 4-29</td>
<td>ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 4-8</td>
<td>ELA.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td>Part 2</td>
<td>May 11-15</td>
<td>ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCC.</td>
</tr>
<tr>
<td>Part 3</td>
<td>May 18-22</td>
<td>ELA.2.2B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25</td>
<td>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td>Part 4</td>
<td>May 26-29</td>
<td>ELA.2.2C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td>Benchmark Running Records</td>
<td></td>
<td>ELA.2.2C.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.</td>
</tr>
<tr>
<td>EOY</td>
<td></td>
<td>ELA.2.2C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
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<tr>
<td>May 1-29</td>
<td></td>
<td>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</td>
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Essential Question: How can change and transition lead to something new?
The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Cycle 4**

**47 Days**

Mar. 23 – May 29, 2020

Guided Reading Level: M

DRA Level: 28–30

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**ELA.2.5A** Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**

**ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**ELA.2.6D** Create mental images to deepen understanding.

**ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.2.6F** Make inferences and use evidence to support understanding.

**ELA.2.6H** Synthesize information to create new understanding.

---

**Strand 3: Response Skills**

**ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

**ELA.2.7C** Use text evidence to support an appropriate response.

**ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

---

**Strand 4: Multiple Genres—Literary Elements**

**ELA.2.8A** Discuss topics and determine theme using text evidence with adult assistance.

**ELA.2.8B** Describe the main character's (characters') internal and external traits.

**ELA.2.8C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

**ELA.2.8D** Describe the importance of the setting.

---

**Strand 4: Multiple Genres—Genres**

**ELA.2.9A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

**ELA.2.9B** Explain visual patterns and structures in a variety of poems.

**ELA.2.9C** Discuss elements of drama such as characters, dialogue, and setting.

**ELA.2.9D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

**ELA.2.9D.ii** Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**ELA.2.9D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

**ELA.2.9E.i** Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

**ELA.2.9E.ii** Recognize characteristics of persuasive text, including distinguishing facts from opinion.

**ELA.2.9F** Recognize characteristics of multimodal and digital texts.
<table>
<thead>
<tr>
<th>Cycle 4</th>
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**Guided Reading Level: M**

**DRA Level: 28–30**

**Strand 5: Author’s Purpose and Craft**
- **ELA.2.10A** Discuss the author’s purpose for writing text.
- **ELA.2.10B** Discuss how the use of text structure contributes to the author’s purpose.
- **ELA.2.10C** Discuss the author’s use of print and graphic features to achieve specific purposes.
- **ELA.2.10D** Discuss the use of descriptive, literal, and figurative language.
- **ELA.2.10E** Identify the use of first or third person in a text.
- **ELA.2.10F** Identify and explain the use of repetition.

**Strand 6: Composition—Writing Process**

**ELA. 2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**ELA.2.11B.i** Develop drafts into a focused piece of writing by organizing with structure.

**ELA.2.11B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

**ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

**ELA.2.11D.iv** Edit drafts using standard English conventions, including adjectives, including articles.

**ELA.2.11D.vi** Edit drafts using standard English conventions, including prepositions and prepositional phrases.

**ELA.2.11D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

**Strand 6: Composition—Genres**

**ELA.2.12A** Compose literary texts, including personal narratives and poetry.

**ELA.2.12B** Compose informational texts, including procedural texts and reports.

**ELA.2.12C** Compose correspondence such as thank you notes or letters.

**Strand 7: Inquiry and Research**

**ELA.2.13A** Generate questions for formal and informal inquiry with adult assistance.

**ELA.2.13B** Develop and follow a research plan with adult assistance.

**ELA.2.13C** Identify and gather relevant sources and information to answer the questions.

**ELA.2.13D** Identify primary and secondary sources.

**ELA.2.13E** Demonstrate understanding of information gathered.

**ELA.2.13F** Cite sources appropriately.

**ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**
Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.
*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.
Embedding ongoing TEKS throughout all units of study supports students’ development of reading proficiency.

**Strand 1: Foundational Language Skills—Oral Language**
- **ELA.2.1A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- **ELA.2.1B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.
- **ELA.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.
- **ELA.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.
- **ELA.2.1E** Develop social communication such as distinguishing between asking and telling.
- **ELA.2.2B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.
- **ELA.2.2D** Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

**Strand 1: Foundational Language Skills—Vocabulary**
- **ELA.2.3A** Use print or digital resources to determine meaning and pronunciation of unknown words.
- **ELA.2.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.
- **ELA.2.3C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

**Strand 1: Foundational Language Skills—Fluency**
- **ELA.2.4A** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- **ELA.2.5A** Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**
- **ELA.2.6A** Establish purpose for reading assigned and self-selected texts.
- **ELA.2.6B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- **ELA.2.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **ELA.2.6D** Create mental images to deepen understanding.
- **ELA.2.6E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.2.6F** Make inferences and use evidence to support understanding.
- **ELA.2.6G** Evaluate details read to determine key ideas.
- **ELA.2.6H** Synthesize information to create new understanding.
- **ELA.2.6I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

**Strand 3: Response Skills**
- **ELA.2.7A** Describe personal connections to a variety of sources.
- **ELA.2.7B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- **ELA.2.7C** Use text evidence to support an appropriate response.
- **ELA.2.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.
- **ELA.2.7E** Interact with sources in meaningful ways such as illustrating or writing.
- **ELA.2.7F** Respond using newly acquired vocabulary as appropriate.
Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit. *See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study. Embedding ongoing TEKS throughout all units of study supports students’ development of reading proficiency.

Strand 6: Composition—Writing Process
- **ELA. 2.11A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- **ELA.2.11B.i** Develop drafts into a focused piece of writing by organizing with structure.
- **ELA.2.11B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.
- **ELA.2.11C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
- **ELA.2.11D** Edit drafts using standard English conventions.
- **ELA.2.11D.i** Complete sentences with subject-verb agreement.
- **ELA.2.11D.x** Punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.
- **ELA.2.11D.xi** Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- **ELA.2.11E** Publish and share writing.

Strand 7: Inquiry and Research
- **ELA. 2.13A** Generate questions for formal and informal inquiry with adult assistance.
- **ELA.2.13 B** Develop and follow a research plan with adult assistance.
- **ELA.2.13C** Identify and gather relevant sources and information to answer the questions.
- **ELA.2.13D** Identify primary and secondary sources.
- **ELA.2.13E** Demonstrate understanding of information gathered.
- **ELA.2.13F** Cite sources appropriately.
- **ELA.2.13G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.