

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English Language Arts – Grade 2

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

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?

Unit 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Realistic Fiction	14 lessons Suggested Pacing: Aug. 26 – Sept. 13 Part 1 Aug. 26-30 <i>Labor Day</i> Sept. 2 Part 2 Sept. 3-6 Part 3 Sept. 9-13 Benchmark Running Records BOY Sept. 3-30 Renaissance Learning 360 Screener BOY Sept. 3-20	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>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.</p> <p>ELA.2.2E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.2.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

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

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
Guided Reading Level: J–K DRA Level: 18–20		
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Strand 6: Composition—Writing Process ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p>



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	Aug. 26 – Oct. 18, 2019	
Guided Reading Level: J–K DRA Level: 18–20		

		<p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.2.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.</p> <p>ELA.2.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>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.</p> <p>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.</p> <p>ELA.2.11D.xi Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
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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

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

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

Quickwrites (Rief), which will provide the seeds for composing traditional tales. 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, pronouns, 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 Day 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?

<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales	<p style="text-align: center;">8 lessons</p> <p style="text-align: center;">Suggested Pacing: Sept. 16-27</p> <p style="text-align: center;">Part 1 Sept. 16-20</p> <p style="text-align: center;">Part 2 Sept. 23-27</p> <p style="text-align: center;"><i>Early Dismissal</i> Sept. 27</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>ELA.2.2E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p>



Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	
		<p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>ELA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>ELA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.2.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.</p> <p>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.</p>



Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

		<p>Strand 6: Composition—Genres ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>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.</p> <p>Ongoing TEKS</p>
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Unit 3: 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, pronouns, coordinating conjunctions, 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.

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

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Sept. 30 – Oct. 18</p> <p>Part 1 Sept. 30 – Oct. 4</p> <p>Part 2 Oct. 7-11</p>	<p>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.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</p>



Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019	
Guided Reading Level: J–K DRA Level: 18–20		
	<p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Part 3 Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>ELA.2.2E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p>

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	Aug. 26 – Oct. 18, 2019	
Guided Reading Level: J–K DRA Level: 18–20		
		<p>ELA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>ELA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>ELA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>Strand 6: Composition—Genres</p> <p>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	

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?

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational /Literary Nonfiction	<p>8 lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 1</p> <p>Part 1 Oct. 21-25</p> <p>Part 2 Oct. 28 – Nov. 1</p> <p style="background-color: #FFDAB9;">Snapshot 1 Reading and Writing Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details.</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2C.II Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.</p> <p>ELA.2.2C.III Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p>

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

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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Strand 6: Composition—Writing Process ELA.2.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.2.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense. ELA.2.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p>



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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
		<p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>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.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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?

Unit 5	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	13 lessons Suggested Pacing:	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p>



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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
	<p>Nov. 4-22</p> <p style="text-align: center;">Part 1 Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p> <p style="text-align: center;">Part 2 Nov. 11-15</p> <p style="text-align: center;">Part 3 Nov. 18-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p>High Frequency Word Evaluation BOY Nov. 4-15</p>	<p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>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.</p>

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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
		<p>ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.2.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.</p> <p>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.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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,



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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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	

pronouns, and coordinating conjunctions. **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?

<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive Text	<p style="text-align: center;">13 lessons</p> <p style="text-align: center;">Suggested Pacing: Dec. 2-19</p> <p style="text-align: center;">Part 1 Dec. 2-6</p> <p style="text-align: center;">Part 2 Dec. 9-13</p> <p style="text-align: center;">Snapshot 2 Reading Suggested Window: Dec. 9-13</p> <p style="text-align: center;">See Outline for TEKS Details.</p> <p style="text-align: center;">District-Level Assessment Writing Suggested Window: Dec. 9-13</p> <p style="text-align: center;">See Blueprint for TEKS Details</p> <p style="text-align: center;">Part 3 Dec. 16-19</p> <p style="text-align: center;">Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p style="text-align: center;"><i>Teacher Preparation Day</i> Dec. 20</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.ii Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.</p> <p>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p>

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

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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
	<i>Winter Break Dec. 23 – Jan. 3</i>	<p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>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.</p> <p>ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>ELA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.</p> <p>ELA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.</p> <p>ELA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.2.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</p>



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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K–L DRA Level: 20–24	
		<p>Strand 6: Composition—Genres ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>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.</p> <p>Ongoing TEKS</p>

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English Language Arts – Grade 2

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	

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?

Unit 7	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	13 lessons Suggested Pacing: Jan. 6-24 <u>Part 1</u> Jan. 6-10 <u>Part 2</u> Jan. 13-17 <i>Early Dismissal</i> Jan. 17 <i>MLK Jr. Day</i> Jan. 20 <u>Part 3</u> Jan. 21-24 Renaissance Learning 360 Screener MOY Jan. 6-24	Strand 1: Foundational Language Skills—Beginning Reading and Writing 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.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.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-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. 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/tion/sion.

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

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
		<p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>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.</p> <p>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.</p> <p>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.2.8 C 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.</p> <p>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.</p> <p>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.</p>



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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
		<p>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.</p> <p>Strand 6: Composition—Genres ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>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.</p>

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	

[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?

<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 14</p> <p style="text-align: center;">Part 1 Jan. 27-31</p> <p style="text-align: center;">Snapshot 2 Writing Suggested Window: Jan. 27-31</p> <p style="text-align: center;">See Outline for TEKS Details</p> <p style="text-align: center;">Snapshot 3 Reading Suggested Window: Jan. 27-31</p> <p style="text-align: center;">See Outline for TEKS Details.</p> <p style="text-align: center;">Part 2 Feb. 3-7</p> <p style="text-align: center;">Part 3</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>



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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
	<p>Feb. 10-14</p> <p>High Frequency Word Evaluation MOY Feb. 3-7</p> <p><i>Early Dismissal Feb. 14</i></p>	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Strand 4: Multiple Genres—Genres ELA.2.9B explain visual patterns and structures in a variety of poems.</p> <p>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.</p> <p>Strand 6: Composition—Writing Process</p>

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
		<p>ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>Strand 6: Composition—Genres</p> <p>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	

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?

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational /Literary Nonfiction	17 lessons Suggested Pacing: Feb. 17 – Mar. 13 <u>Part 1</u> Feb. 17-21 <u>Part 2</u> Feb. 24-28 <u>Part 3</u> Mar. 2-6 <u>Part 4</u> Mar. 9-13 <i>Spring Break</i> <i>Mar. 16-20</i>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</p> <p>ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p>



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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
		<p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.2.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	
		<p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>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.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K–M DRA Level: 24–28	



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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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

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?

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p style="text-align: center;">13 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 9</p> <p style="text-align: center;"><u>Part 1</u> Mar. 23-27</p> <p style="text-align: center;"><u>District-Level Assessment Writing Suggested Window:</u> Mar. 23-27</p> <p style="text-align: center;">See Blueprint for TEKS Details</p> <p style="text-align: center;"><u>Snapshot 4 Reading Suggested Window:</u> Mar. 23-27</p> <p style="text-align: center;">See Outline for TEKS Details</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p>

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

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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
	<p style="text-align: center;">Part 2 Mar. 31 – Apr. 3</p> <p style="text-align: center;">Part 3 Apr. 6-9</p> <p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p>	<p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7A Describe personal connections to a variety of sources.</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>ELA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>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.</p> <p>ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p>



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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
		<p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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



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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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

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 fictional story. 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 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?

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction and Traditional Tales	<p style="text-align: center;">13 lessons</p> <p>Suggested Pacing: Apr. 13 – May 1</p> <p style="text-align: center;">Part 1 Apr. 13-17</p> <p style="text-align: center;">Part 2 Apr. 20-24</p> <p style="text-align: center;">Part 3 Apr. 27 – May 1</p> <p>High Frequency Word Evaluation EOY Apr. 13-17</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>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.</p> <p>ELA.2.2B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.</p> <p>ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</p> <p>ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p>

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

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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>ELA.2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>ELA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>ELA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>ELA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>ELA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p>



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		<p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.2.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.</p> <p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>Strand 6: Composition—Genres</p> <p>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
Unit 12: Thematic Unit		
<p>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</p>		



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

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 and informational texts through **Quickwrites** (Rief), which will provide the seeds for composing poetry, personal narratives and informational essays. The teacher will model this process by writing alongside the students highlighting their use of adjectives, conjunctions, adverbs, 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.

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

<u>Unit 12</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic Unit	17 lessons Suggested Pacing: May 4-29 <u>Part 1</u> May 4-8 <u>Part 2</u> May 11-15 <u>Part 3</u> May 18-22 <i>Memorial Day</i> May 25 <u>Part 4</u> May 26-29 Benchmark Running Records EOY May 1-29	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</p> <p>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.</p> <p>ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</p> <p>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.</p> <p>ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>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.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p>

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

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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
		<p>ELA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.2.6D Create mental images to deepen understanding.</p> <p>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.2.6F Make inferences and use evidence to support understanding.</p> <p>ELA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>ELA.2.7C Use text evidence to support an appropriate response.</p> <p>ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>ELA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>ELA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>ELA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>ELA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>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.</p> <p>ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>ELA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.</p> <p>ELA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.</p> <p>ELA.2.9F Recognize characteristics of multimodal and digital texts.</p>



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	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
		<p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.2.10A Discuss the author’s purpose for writing text.</p> <p>ELA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>ELA.2.10E Identify the use of first or third person in a text.</p> <p>ELA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.2.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>Strand 6: Composition—Genres</p> <p>ELA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>ELA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>ELA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>ELA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>ELA.2.13D Identify primary and secondary sources.</p> <p>ELA.2.13E Demonstrate understanding of information gathered.</p> <p>ELA.2.13F Cite sources appropriately.</p> <p>ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

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.

