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| Cycle 1 | 27 Days | The recommended number of 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. 23 - Oct. 1, 2021 | |
| | Guided Reading Level: J–K DRA Level: 18–20 | |

Cycle Overview

Cycle 1 Units:

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| Unit 1 August 23 – September 10 | Contemporary Fiction (Realistic and Historical) |
| Unit 2 September 13 – October 1 | Traditional Tales/Modern Fantasy (Myths, Legends, Folktales, Fairy Tales, Fables) |

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making connections, discussing topics to determine themes, analyzing evidence and evaluating key ideas. As they are exposed to various texts, students will determine the roles various characters play in the conflict and resolution of the plot, as well as describe the main character's internal and external traits, in order to make inferences about them and provide evidence to support theme. Students will consistently analyze, infer and respond to literary texts, by imitating author's craft techniques to create their own narratives. Students will use the writing process to plan, develop, revise, edit, and publish their narratives as they embed grammar skills such as nouns, correct verb tense, subject-verb agreement, capitalization, and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 2:

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| Green | Foundational TEKS for STAAR |
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| Cycle 1 | 27 Days | The recommended number of 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. 23 - Oct. 1, 2021 | |
| | Guided Reading Level: J–K DRA Level: 18–20 | |

Cycle Overview

| Type of Assessment | Assessment Windows |
|---|--------------------------|
| Renaissance Learning 360 Screener BOY (Beginning of the Year) | August 30 – September 24 |
| Benchmark Running Records BOY (Beginning of the Year) | August 30 – October 1 |
| English Language Development Assessment (ELD) Progress Monitoring | September 20- October 15 |

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| Unit 1 | Texas Essential Knowledge and Skills (TEKS) |
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| Realistic Fiction and Historical | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. SLA.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. SLA.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. SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus. SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> |
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| Unit 1 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance. SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 1 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 2 | Texas Essential Knowledge and Skills (TEKS) |
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| <p>Traditional Tales/Modern Fantasy (Myths, Legends, Folktales, Fairy Tales, Fables)</p> | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> |



| Unit 2 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> |

| Unit 2 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well- known children’s literature such as folktales, fables, and fairy tales. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>. SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter. SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences. SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA.2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13 B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

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|----------------|---|--|
| Cycle 2 | 29 Days | The recommended number of 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. 5 - Nov. 12, 2021 | |
| | Guided Reading Level: K-L DRA Level: 20-24 | |

Cycle Overview

Cycle 2 Units:

| | |
|------------------------------------|--------|
| Unit 3 October 5 - 22 | Drama |
| Unit 4 October 25 – November 12 | Poetry |

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making predictions, making personal connections, and visualizing the key details to make inferences about the elements of drama and poetry. As they are exposed to various plays, students will determine the roles various characters play in the conflict and resolution of the plot, as well as describe the main character’s internal and external traits, while making inferences about the purpose of stage directions, dialogue, scenes and structural elements. In poetry, students will examine rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop an understanding of author’s craft techniques. During this cycle, students will develop personal narratives, poems, and correspondence such as thank you notes and letters using the writing process, and author’s craft techniques such as descriptive and figurative language. They will embed grammar skills such as the use of pronouns, adjectives, articles, adverbs of time and place, correct punctuation, coordinating conjunctions, compound sentences, prepositions, and prepositional phrases. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 2:

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|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

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| Cycle 2 | 29 Days | The recommended number of 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. 5 - Nov. 12, 2021 | |
| | Guided Reading Level: K-L DRA Level: 20-24 | |

Cycle Overview

| Type of Assessment | Assessment Windows |
|---|---------------------------|
| English Language Development Assessment (ELD) Progress Monitoring (recommended) | September 20 - October 15 |
| Ren360 Formal Progress Monitoring | October 18 - November 5 |
| Snapshot 1 | October 25 - 29 |
| High Frequency Word Exam #1 | November 1 - 19 |

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| Unit 3 | Texas Essential Knowledge and Skills (TEKS) |
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The student will:

Drama

Strand 1: Foundational Language Skills—Oral Language

- SLA.2.1A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- SLA.2.1B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.
- SLA.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.
- SLA.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.
- SLA.2.1E** Develop social communication such as distinguishing between asking and telling.

Strand 1: Foundational Language Skills—Beginning Reading and Writing

- SLA.2.2A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- SLA.2.2A.ii** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- SLA.2.2A.iii** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- SLA.2.2A.iv** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- SLA.2.2A.v** Demonstrate and apply phonetic knowledge by decoding common abbreviations.
- SLA.2.2A.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- SLA.2.2B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- SLA.2.2B.ii** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
- SLA.2.2B.iii** Demonstrate and apply spelling knowledge by spelling common abbreviations.
- SLA.2.2B.iv** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.
- SLA.2.2B.v** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- SLA.2.2C** Alphabetize a series of words and use a dictionary or glossary to find words.
- SLA.2.2D** Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Strand 1: Foundational Language Skills—Vocabulary

- SLA.2.3A** Use print or digital resources to determine meaning and pronunciation of unknown words.
- SLA.2.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 3 | Texas Essential Knowledge and Skills (TEKS) |
|--------|---|
| | <p>The student will:</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> |



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 3 | Texas Essential Knowledge and Skills (TEKS) The student will: |
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| | <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 4 | Texas Essential Knowledge and Skills (TEKS) The student will: |
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| Poetry | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> |



| Unit 4 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por que/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> |

| Unit 4 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance. SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9B Explain visual patterns and structures in a variety of poems. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement. SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates. SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA.2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

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|----------------|---|--|
| Cycle 3 | 30 Days | The recommended number of 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. |
| | Nov. 15, 2021 - Jan. 14, 2022 | |
| | Guided Reading Level: K-L DRA Level: 20-24 | |

Cycle Overview

Cycle 3 Units:

| | |
|-------------------------------------|---------------|
| Unit 5 November 15 – December 17 | Informational |
| Unit 6 January 3 –14 | Persuasive |

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore informational and persuasive texts through determining importance, making and confirming predictions using text features, and synthesizing information. In informational texts, they will identify the central idea and key details that support it and make inferences about graphic and text features as well as organizational structures. In persuasive texts, students will make inferences about facts and opinions presented to determine what the author is persuading them to think or do. Students will analyze the author's craft to imitate them in their responses and informational compositions. Students will use the writing process to plan, develop, revise, edit, and publish their writing as they embed grammar skills such as correct verb tense, adverbs that convey time and place, correction punctuation, and compound sentences. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 3:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



| Type of Assessment | Assessment Windows |
|---|---------------------------|
| High Frequency Word Exam #1 | November 1 - 19 |
| GT Enrolled/Non-Enrolled Special Requests CogAT/Iowa-Logramos – PAPER ONLY | November 29 – December 11 |
| GT Enrolled/Non-Enrolled Applicants: CogAT/Iowa-Logramos – ONLINE ONLY | November 29 – December 18 |
| English Language Development Assessment (ELD) Progress Monitoring | November 29 – January 28 |



| | | |
|---|---|--|
| Cycle 3 | 30 Days | The recommended number of 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. |
| | Nov. 15, 2021 - Jan. 14, 2022 | |
| | Guided Reading Level: K-L DRA Level: 20-24 | |
| Cycle Overview | | |
| HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs) | | December 6 – January 14 |
| DLA (Reading and Writing) | | December 6 – 17 |
| Ren360 MOY | | January 14 – February 11 |

| Unit 5 | Texas Essential Knowledge and Skills (TEKS) |
|----------------------|---|
| Informational | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. SLA.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. SLA.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. SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, gūe-, and gūi-. SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus. SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, gūe-, and gūi-. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> |



| Unit 5 | Texas Essential Knowledge and Skills (TEKS) |
|--------|---|
| | <p>The student will:</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. SLA.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. SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> |



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 5 | Texas Essential Knowledge and Skills (TEKS) The student will: |
|--------|---|
| | <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 6 | Texas Essential Knowledge and Skills (TEKS) The student will: |
|------------|---|
| Persuasive | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> |



| Unit 6 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> |

| Unit 6 | Texas Essential Knowledge and Skills (TEKS) |
|--------|---|
| | <p>The student will:</p> <p>SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do. SLA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>. SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place. SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research SLA.2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

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| Cycle 4 | 27 Days | The recommended number of 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. 19 - Feb. 25, 2022 | |
| | Guided Reading Level: K–M DRA Level: 24–28 | |

Cycle Overview

Cycle 4 Units:

| | |
|---|--|
| Unit 7 January 19 – February 4 | Contemporary Fiction (Realistic and Historical) |
| Unit 8 February 7 – 25 | Traditional Tales |

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems.

Historical fiction focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making connections, discussing topics to determine themes, analyzing evidence, and evaluating key ideas. As they are exposed to various texts, students will determine the roles various characters play in the conflict and resolution of the plot, as well as describe the main character’s internal and external traits, in order to make inferences about them and provide evidence to support theme. Students will consistently analyze, infer, and respond to literary texts. Students will imitate author’s craft techniques to create their own narratives. Students will use the writing process to plan, develop, revise, edit, and publish their narratives as they embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 4:

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| Green | Foundational TEKS for STAAR |
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| Cycle 4 | 27 Days | The recommended number of 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. 19 - Feb. 25, 2022 | |
| | Guided Reading Level: K–M DRA Level: 24–28 | |

Cycle Overview

| Type of Assessment | Assessment Windows |
|--|--------------------------|
| English Language Development Assessment (ELD) Progress Monitoring | November 29 – January 28 |
| Ren360 MOY | January 10 – February 11 |
| MOY Benchmark Running Records | January 18 – February 18 |
| High Frequency Word Exam #2 | January 31 – February 11 |
| TELPAS Grades K-12 Listening, Speaking, Reading and Writing TELPAS Alternate Grades 2-12 Listening, Speaking, Reading and Writing | February 21 – April 1 |

| Unit 7 | Texas Essential Knowledge and Skills (TEKS) |
|--------------------------|---|
| Realistic Fiction | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.</p> |



| Unit 7 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/sí no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance. SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> |

| Unit 7 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 8 | Texas Essential Knowledge and Skills (TEKS) |
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| <p>Traditional Tales</p> | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. SLA.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. SLA.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. SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus. SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts. SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> |

| Unit 8 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> |

| Unit 8 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

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| Cycle 5 | 33 Days | The recommended number of 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. |
| | Feb. 28 - Apr. 22, 2022 | |
| | Guided Reading Level: K–M DRA Level: 24–28 | |

Cycle Overview

Cycle 5 Units:

| | |
|--|---------------|
| Unit 9 February 28 – March 25 | Drama |
| Unit 10 March 29 – April 22 | Poetry |

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making predictions, making personal connections, and visualizing the key details to make inferences about the elements of drama and poetry. As they are exposed to various plays, students will determine the roles various characters play in the conflict and resolution of the plot, as well as describe the main character’s internal and external traits, while making inferences about the purpose of stage directions, dialogue, scenes and structural elements. In poetry, students will examine rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop an understanding of author’s craft techniques. During this cycle, students will develop personal narratives, poems, and correspondence such as thank you notes and letters using the writing process, and author’s craft techniques such as descriptive and figurative language. They will use the writing process, and author’s craft techniques such as descriptive and figurative language. They will embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 5:

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| Green | Foundational TEKS for STAAR |
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| Type of Assessment | Assessment Windows |
|--|-----------------------|
| TELPAS Grades K-12 Listening, Speaking, Reading and Writing TELPAS Alternate Grades 2-12 Listening, Speaking, Reading and Writing | February 21 – April 1 |
| Snapshot 2 (Reading and Writing) | February 28 – March 4 |
| Ren360 Progress Monitoring 2 | April 1 – 14 |



| Unit 9 | Texas Essential Knowledge and Skills (TEKS) |
|--------|---|
| Drama | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. SLA.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. SLA.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. SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus. SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words. SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> |

| Unit 9 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 9 | Texas Essential Knowledge and Skills (TEKS) |
|---------|---|
| | <p>The student will:</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles. SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place. SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>. SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates. SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter. SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences. SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research SLA.2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |
| Unit 10 | Texas Essential Knowledge and Skills (TEKS) |
| Poetry | <p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. SLA.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. SLA.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. SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> |



| Unit 10 | Texas Essential Knowledge and Skills (TEKS) |
|---------|---|
| | <p>The student will:</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> |

| Unit 10 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance. SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9B Explain visual patterns and structures in a variety of poems. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement. SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>. SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles. SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place. SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>. SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates. SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter. SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences. SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.2.11E Publish and share writing.</p> |

| Unit 10 | Texas Essential Knowledge and Skills (TEKS) The student will: |
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| | <p>Strand 6: Composition—Genres SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA.2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| | | |
|----------------|---|--|
| Cycle 6 | 31 Days | The recommended number of 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. |
| | Apr. 25 - June 7, 2022 | |
| | Guided Reading Level: M DRA Level: 28–30 | |

Cycle Overview

Cycle 6 Units:

| | |
|--|----------------------|
| Unit 11 April 25 - May 13 | Informational |
| Unit 12 May 16 - June 7 | Persuasive |

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Argumentative texts are a type of informational text written to influence or convince the reader of something by using evidence and reasoning to express a point of view and provide a truth for the reader. Examples of these texts can be found in magazines, journals.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore informational and persuasive texts through determining importance, making and confirming predictions using text features, and synthesizing information. In informational texts, they will identify the central idea and details that support it and make inferences about graphic and text features as well as organizational structures. In persuasive texts, students will make inferences about facts and opinions presented to determine what the author is persuading them to think or do something. Students will analyze the author's craft to imitate them in their responses and informational compositions. Students will use the writing process to plan, develop, revise, edit, and publish their writing as they embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 6:

| | |
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| Green | Foundational TEKS for STAAR |
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Reading Language Arts – Grade 2

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| Cycle 6 | 31 Days | The recommended number of 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. |
| | Apr. 25 - June 7, 2022 | |
| | Guided Reading Level: M DRA Level: 28–30 | |
| Cycle Overview | | |
| Type of Assessment | | Assessment Windows |
| Snapshot 3 (Reading and Writing) | | April 25 – 29 |
| (EOY) Ren360 | | April 28 – June 1 |
| (EOY) Benchmark Running Records | | May 2 – 27 |
| HISD Pre-Approved Assessments (DPA)/District Performance Assessment Tasks (DPATs) | | May 2 – 27 |
| High Frequency Word Exam #3 | | May 9 – 20 |

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| Unit 11 | Texas Essential Knowledge and Skills (TEKS) |
| | The student will: |
| Informational | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, gūe-, and gūi-.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, gūe-, and gūi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> |



| Unit 11 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.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</p> <p>SLA.2.7A Describe personal connections to a variety of sources.</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.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>SLA.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>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> |

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2021-2022 Scope and Sequence

Reading Language Arts – Grade 2

| Unit 11 | Texas Essential Knowledge and Skills (TEKS) The student will: |
|------------|---|
| | <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |
| Unit 12 | Texas Essential Knowledge and Skills (TEKS) The student will: |
| Persuasive | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> |



| Unit 12 | Texas Essential Knowledge and Skills (TEKS) |
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| | <p>The student will:</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.2.1E Develop social communication such as distinguishing between asking and telling.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and gүй-.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, gүй-, and gүй-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> |

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| | <p>The student will:</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6G Evaluate details read to determine key ideas. SLA.2.6H Synthesize information to create new understanding. SLA.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 SLA.2.7A Describe personal connections to a variety of sources. SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing. SLA.2.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do. SLA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion. SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text.</p> <p>Strand 6: Composition—Writing Process SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement. SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between <i>ser</i> and <i>estar</i>. SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles. SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place. SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i>. SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> |

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| | <p>The student will:</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |