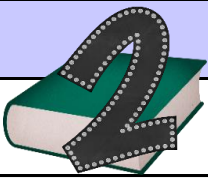
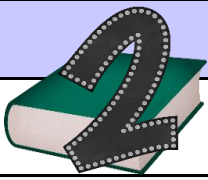


## Grade 2 Elementary Language Arts Year at a Glance 1st Semester for 2019-2020

1st Nine Weeks									
	1	2	3	4	5	6	7	8	9
	26-30	2-6	9-13	16-20	23-27	30-4	7-11	14-18	21-25
MONTH	Aug.	September				October			
TESTING		BOY IRL/WS							
UNIT OF STUDY	1					2			
	<i>Using Print and Language in the World Around Us</i>					<i>Understanding the Comprehension Processes Part I</i>			
FOCUS TEKS	2.1A, 2.1B, 2.1C, 2.1D, 2.1E; 2.2A, 2.2Ai, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvi, 2.2Bvii, 2.2C, 2.2Ci, 2.2Cvi, 2.2E; 2.3B; 2.4A; 2.5A; 2.6A, 2.6I; 2.7E; 2.11A, 2.11B, 2.11D, 2.11Di, 2.11Dii, 2.11Dix, 2.11Dx, 2.11Dxi, 2.11E					2.1A, 2.1B, 2.1C, 2.1D, 2.1E; 2.2A, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvi, 2.2Bvii, 2.2C, 2.2Ci, 2.2Cvi, 2.2D; 2.3A, 2.3B; 2.4A; 2.5A; 2.6A, 2.6E, 2.6I; 2.7A, 2.7C, 2.7D, 2.7E, 2.7F; 2.10A; 2.11A, 2.11B, 2.11Bii, 2.11D, 2.11Di, 2.11Dii, 2.11Diii, 2.11Dix, 2.11Dx, 2.11Dxi, 2.11E			
READING WORKSHOP	<p style="text-align: center;"><b>Genre:</b> Self-Selected</p> <p><b>Foundational:</b> independently read assigned and self-selected texts; fluency; develop word structure knowledge; work collaboratively, social communication, share ideas and information; <b>Comprehension:</b> establish purpose for reading; monitor comprehension; make adjustments; using background knowledge; check for visual cues; <b>Response Skills:</b> interact with texts through illustrating/writing</p>					<p style="text-align: center;"><b>Genre:</b> Self-Selected</p> <p><b>Foundational:</b> share information, work collaboratively; social communication; develop word knowledge of unfamiliar words; <b>Comprehension:</b> ask questions; make connections and predictions; monitor comprehension; <b>Response Skills:</b> connections; retell; respond using newly acquired vocabulary; <b>Author's Purpose and Craft:</b> use of print and graphics, purpose</p>			
WORD STUDY	<p><b>Phonological Awareness:</b> short/long vowel sounds, phoneme changes, phoneme manipulation, <b>HFV; Fluency; Common Letter-Sound Relationships; Decoding:</b> short &amp; long vowels, consonant blends, syllable types (closed, open), <b>Spelling:</b> one syllable &amp; multisyllabic words w/ closed &amp; open syllables</p>					<p><b>Decoding: one syllable &amp;</b> multisyllabic words w/ vowel-consonant-e &amp; vowel team syllable types (including digraphs &amp; diphthongs); soft c and g; <b>Spelling:</b> multisyllabic words w/ vowel-consonant-e and vowel team syllables; soft c &amp; g; double consonants in middle of words</p>			
HANDWRITING	Review formations of capital letters using print penmanship, review numbers 1-10 on a single line with math sentences					Review formations of lowercase letters using print penmanship, review 2 & 3 digit numbers			
WRITING	<p style="text-align: center;"><b>Genre:</b> Personal Narrative Review; Self-Selected; Quick Writes</p> <p><b>Composition (Writing Process):</b> select topic &amp; genre, generate ideas, plan, draft, edit;</p> <p><b>Author's Purpose &amp; Craft:</b> share ideas in pictures &amp; words; building writing stamina; building sentences</p>					<p style="text-align: center;"><b>Genre:</b> Self-Selected; Quick Writes</p> <p><b>Composition (Writing Process):</b> select topic &amp; genre, generate ideas, plan, draft, edit</p> <p><b>Author's Purpose &amp; Craft:</b> print &amp; graphics, purpose, ending punctuation, comma use, language use</p>			
GRAMMAR & MECHANICS	Sentence conventions; nouns; verbs - action & linking					Nouns - singular & plural; verbs - action & linking; subject-verb agreement;			
INTEGRATED SOCIAL STUDIES	<i>Citizenship</i>					<i>Government</i>			

	Grade 2 Elementary Language Arts Year at a Glance 1st Semester for 2019-2020								
	2nd Nine Weeks								
	1 28-1	2 4-8	3 11-15	4 18-22	5 2-6	6 9-13	7 16-20	8 6-10	9 13-17
MONTH	November			December			January		
TESTING			WS/Con					MOY IRL	
UNIT OF STUDY	2		3				4		
	<i>Comprehension Processes Part I Cont.</i>		<i>Understanding the Comprehension Processes Part II</i>				<i>Studying Genre: Characteristics of Fiction</i>		
FOCUS TEKS	Cont.		2.1A, 2.1C, 2.1D; 2.2B, 2.2Bii, 2.2Biii, 2.2Biv, 2.2Bv, 2.2Bvii, 2.2C, 2.2Ci, 2.2Cii, 2.2Ciii, 2.2Civ, 2.2Cv, 2.2D, 2.2E; 2.3A, 2.3B, 2.3D; 2.6F, 2.6G, 2.6H, 2.6I; 2.7C, 2.7D, 2.7E; 2.10C; 2.10D; 2.11A, 2.11B, 2.11Bii, 2.11C, 2.11D, 2.11Di, 2.11Dii, 2.11Diii, 2.11Div, 2.11Dvii, 2.11Dxi, 2.11E; 2.12B				2.2B 2.2C, 2.2D, 2.2E; 2.3, 2.6A, 2.6B, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I; 2.7B, 2.7C, 2.7D, 2.7E; 2.8A, 2.8B, 2.8C, 2.8D; 2.9C, 2.9F; 2.10A, 2.10B, 2.10C, 2.10D, 2.10E, 2.11A, 2.11B, 2.11Bi		
READING WORKSHOP	Cont.		<b>Genre:</b> Self-Selected <b>Foundational:</b> develop word structure knowledge; <b>Comprehension:</b> mental images; inference; text evidence; evaluate details; determine main idea; synthesize; <b>Response Skills:</b> text evidence to support, paraphrase; <b>Author's Purpose and Craft:</b> descriptive; literal and figurative language				<b>Genre:</b> Fiction <b>Comprehension:</b> connections; generate questions; predictions; synthesize; <b>Response Skills:</b> write comments to texts; text evidence; <b>Genre Specific:</b> topic; theme; internal and external traits; plot elements; setting; dialogue; <b>Author's Purpose and Craft:</b> text structure; language use; identify first and third person		
WORD STUDY	Cont.		<b>Decoding:</b> multisyllabic words w/ "r" controlled vowels & final stable syllables (consonant + le); syllable division pattern VCV w/ shifting accent; silent letters (gn, kn, wr); <b>Spelling:</b> multisyllabic words w/ "r" controlled vowels & final stable syllables (consonant + le); syllable division pattern VCV w/ shifting accent; silent letters (gn, kn, wr)				<b>Decoding:</b> schwa syllable; inflectional endings (-s, -es, -ed, -ing); <b>Spelling:</b> schwa syllable; inflectional endings (-s, -es, -ed, -ing)		
HANDWRITING	Cont.		Develop writing skills in print penmanship: sentences, spacing, paragraphs, etc.				Formation of strokes and lowercase cursive letters: c, a, d, g, h, t, p		
WRITING	Cont.		<b>Genre:</b> Informational Text; Self-Selected; Quick Writes <b>Composition (Writing Process):</b> select topic/genre, plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> descriptive, changes in print				<b>Genre:</b> Personal Narrative <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> structure, sequence, word choice, 1st person		
GRAMMAR & MECHANICS	Cont. Verb tense - past, present		Verb tense - past, present, future; proper nouns; articles - a, an, the; pronouns - subject & object				Pronouns - possessive; adjectives;		
INTEGRATED SOCIAL STUDIES	Cont. Government		Geography						



## Grade 2 Elementary Language Arts Year at a Glance 2nd Semester for 2019-2020

### 3rd Nine Weeks

1	2	3	4	5	6	7	8	9
20-24	27-1	3-7	10-14	17-21	24-28	2-6	16-20	23-27

MONTH	January	February	March
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TESTING	MOY IRL/WS/Con			
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	4	5	6	7
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<b>UNIT OF STUDY</b>	<i>Studying Genre: Fiction</i>	<i>Digging Deeper: Characteristics of Traditional Literature</i>	<i>Studying Genre: Characteristics of Informational Text</i>	<i>Digging Deeper: Researching with Informational Text</i>
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<b>FOCUS TEKS</b>	TEKS cont. ; 2.11Bii, 2.1 2.11C, 2.11D, 2.11Div, 2.11Dvii, 2.11Dx, 2.11Dxi; 2.12A	2.2, 2.3, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H; 2.7B, 2.7C, 2.7D, 2.7E; 2.8A, 2.8B, 2.8C, 2.8D; 2.9A; 2.10A, 2.10B, 2.10C, 2.10D, 2.10E; 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11 Dviii, 2.11Dx, 2.11Dxi; 2.12A, 2.13A, 2.13C	2.2B, 2.2Bvi, 2.2C, 2.2Cvi, 2.2E; 2.3B, 2.3C, 2.3D, 2.6A, 2.6B, 2.5C, 2.6E, 2.6F, 2.6G, 2.6H, 2.7B, 2.7C, 2.7D, 2.7E, 2.9D, 2.9Di, 2.9Dii, 2.9Diii, 2.9F, 2.10A, 2.10B, 2.10C, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dv, 2.11Dxi, 2.12B, 2.13A, 2.13C, 2.13E	2.2B, 2.2Bvi, 2.2C, 2.2Cvi, 2.2E, 2.3B, 2.3C, 2.6A, 2.6B, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H, 2.7B, 2.7C, 2.7D, 2.7E, 2.9D, 2.9Di, 2.7Dii, 2.9Diii, 2.9F, 2.10A, 2.10B, 2.10C, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dvi, 2.11Dxi, 2.12B, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G
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<b>READING WORKSHOP</b>	Cont.	<b>Genre:</b> Traditional Literature <b>Comprehension:</b> main idea; <b>Response Skills:</b> write for understanding <b>Genre Specific:</b> characteristics of traditional literature; <b>Author's Purpose and Craft:</b> author's message; <b>Inquiry and Research:</b> generate inquiry questions; identify and gather sources	<b>Genre:</b> Informational <b>Comprehension:</b> prediction of text features; main idea; <b>Response Skills:</b> text evidence to support; <b>Multiple Genre:</b> characteristics of informational texts, features and graphics; <b>Author's Purpose and Craft:</b> author's purpose, text structure; print and graphics; <b>Inquiry and Research:</b> understand information gathered; answer questions	<b>Genre:</b> Informational/Biography <b>Comprehension:</b> establish purpose; question; predict; inference; text evidence, synthesize; <b>Response Skills:</b> write comments; text evidence, retell; paraphrase; <b>Multiple Genre:</b> characteristics; locate info from features; chronological order; cause and effect; <b>Author's Purpose and Craft:</b> structure; print and graphics impact on purpose; <b>Inquiry and Research:</b> develop and follow a research plan; identify primary and secondary sources
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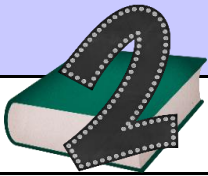
<b>WORD STUDY</b>	Cont	<b>Decoding:</b> compound words; contractions; abbreviations; <b>Spelling:</b> compound words; contractions; abbreviations	<b>Decoding:</b> multisyllabic words w/ base words & affixes (re-, un-, dis-); inflectional endings (-er, -est); <b>Spelling:</b> multisyllabic words w/ base word and affixes (re-, un-, dis-); inflectional endings (-er, -est);	<b>Decoding:</b> syllable division pattern VCCV w/ shifting accent; <b>Spelling:</b> syllable division pattern VCCV w/ shifting accent
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<b>HANDWRITING</b>	Cont.	Formation of lowercase cursive letters: e, l, f, u, y, i, j	Formation of lowercase cursive letters: k, r, s, o, w, b, v, m, n	Formation of lowercase cursive letters: x, q, z capital cursive letters: A-F
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<b>WRITING</b>	Cont.	<b>Genre:</b> Personal Narrative <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> analyze & apply author's craft, sentence combining, research, focus/message	<b>Genre:</b> Procedural <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> text structure, print, graphics, directions	<b>Genre:</b> Informational Report <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> structure, print & graphics, focus/message
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<b>GRAMMAR &amp; MECHANICS</b>	cont.	Contractions	Adverbs - time & place	Prepositions - when, where, which one; prepositional phrases
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<b>INTEGRATED SOCIAL STUDIES</b>	<i>Geography</i>			<i>Getting to Know Your Community</i>
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## Grade 2 Elementary Language Arts Year at a Glance 2nd Semester for 2019-2020

### 4th Nine Weeks

4th Nine Weeks									
1	2	3	4	5	6	7	8	9	
30-3	6-10	13-17	20-24	27-1	4-8	11-15	18-22	25-28	
April					May				
MONTH		April			May				
TESTING		EOY DPM							
UNIT OF STUDY		8	9	10			11		
<b>UNIT OF STUDY</b>		<i>Studying Genre: Characteristics of Poetry</i>	<i>Connecting to Assessments</i>	<i>Studying Genre: Characteristics of Persuasive Text</i>			<i>Living in a Multimodal World of Literacy</i>		
<b>FOCUS TEKS</b>		2.2 Ai, 2.2E, 2.3 D, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.7B, 2.7C, 2.7D, 2.7E, 2.8A, 2.9B, 2.9F, 2.10A, 2.10B, 2.10D, 2.10E, 2.10F, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dxi, 2.12A	2.2C, 2.2Ci, 2.2Cv, 2.2E, 2.3 C, 2.6F, 2.10A, 2.10B, 2.10C, 2.10D, 2.11A, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Di, 2.11Dii, 2.11Diii, 2.11Div, 2.11Dv, 2.11Dvi, 2.11Dvii, 2.11Dviii, 2.11Dix, 2.11Dx, 2.11Dxi, 2.11E, 2.12A	2.2B, 2.2Biv, 2.2C, 2.2Ciii, 2.6A, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H, 2.7B, 2.7C, 2.7E, 2.9E, 2.9Ei, 2.9Eii, 2.9F, 2.10A, 2.10B, 2.10C, 2.10D, 2.10F, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dix, 2.11Dx, 2.11Dxi, 2.12C			2.6A, 2.6G, 2.7B, 2.7C, 2.7D, 2.10A, 2.11D, 2.11Dix, 2.11Dxi, 2.12C		
<b>READING WORKSHOP</b>		<b>Genre:</b> Poetry <b>Comprehension:</b> create mental images; <b>Response Skills:</b> write to understand; paraphrase, interact; <b>Multiple Genre:</b> explain visual patterns and structure; discuss theme; <b>Author's Purpose and Craft:</b> language; identify and explain repetition	<b>Genre:</b> Fiction/Informational <b>Comprehension:</b> evidence to support understanding; <b>Response Skills:</b> text evidence to support response; <b>Multiple Genre:</b> central idea with supporting evidence; distinguishing characteristics; <b>Author's Purpose and Craft:</b> author's purpose and message	<b>Genre:</b> Informational (Persuasive) <b>Comprehension:</b> Inference; determine main idea; synthesize; <b>Response Skills:</b> demonstrate understanding through writing, text evidence; <b>Multiple Genres:</b> characteristics of persuasive texts; distinguish from fact and opinion; <b>Author's Purpose and Craft:</b> structure; print and graphics achieve specific purpose; language; repetition			<b>Genre:</b> Self-Selected <b>Comprehension:</b> establish purpose; <b>Response Skills:</b> interact with sources; <b>Multiple Genre:</b> recognize characteristics of multimodal and digital texts; <b>Author's Purpose and Craft:</b> print and graphic features for specific purpose		
<b>WORD STUDY</b>		<b>Phonological Awareness:</b> Rhyme; <b>Vocabulary:</b> antonyms; synonyms; idioms; homographs	<b>Decoding:</b> final stable syllable (-tion, -sion,); affixes (-ly); consonant trigraphs; variant vowels; <b>Spelling:</b> final stable syllable (-tion, -sion); affixes (-ly,); consonant trigraphs; variant vowels	Decoding: final stable syllable (-ture, -age); syllable division pattern VCCCV with shifting accent; Spelling: final stable syllable (-ture, -age); syllable division pattern VCCCV with shifting accent			Decoding: inflectional endings (doubling rule); Spelling: inflectional endings (doubling rule)		
<b>HANDWRITING</b>		Formation of capital cursive letters: G-M	Formation of capital cursive letters: U-Z	Building fluency: capital to lowercase letters: states, names, proper nouns			Develop writing skills in cursive: words, phrases and sentences		
<b>WRITING</b>		<b>Genre:</b> Poetry <b>Composition (Writing Process):</b> plan, draft, revise, edit <b>Author's Purpose &amp; Craft:</b> language, repetition	Personal Narrative Review	<b>Genre:</b> Persuasive Letters <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> structure; print & graphics; language; repetition			<b>Genre:</b> Correspondence <b>Composition (Writing Process):</b> plan, draft, revise, edit; <b>Author's Purpose &amp; Craft:</b> print & graphics		
<b>GRAMMAR &amp; MECHANICS</b>		Poetry punctuation study	Editing review	Letter conventions			Language structure & development review		
<b>INTEGRATED SOCIAL STUDIES</b>		<i>Getting to Know Your Community</i>			<i>Economics</i>				<i>Wrap-up</i>