

## 2nd Grade English Language Arts/Spanish Language Arts

<b>Essential Resources</b>	District Resources to Teach 100% of the TEKS: Literacy Libraries; Foundations by Wilson Reading Systems; Houghton Mifflin Harcourt: Into Reading; BrainPop; Foundations Handwriting; NBISD eCourse materials
<b>Recursive TEKS</b>	2.2Bvii (High Frequency Words); 2.2E (Cursive Writing); 2.4 (Fluency); 2.5 (Self Sustained Reading); 2.6A-I (Metacognitive Thinking); 2.7A-F (Response); 2.11A-D (Writing Process)

Timeline	1st Quarter Aug 24 - Oct 16, 2020 (38 Instructional Days)			2nd Quarter Oct 19 - Dec 18, 2020 (40 Instructional Days)			
<b>Unit</b>	2.1	2.2	2.3	2.4	2.5	2.6	
<b>Pacing</b>	3 weeks Together	3 weeks Celebrate	3 weeks Freedom	3 weeks Speak	3 weeks Listen	3 weeks Contribute	
<b>Genre</b>	R: Informational, Fantasy, Realistic Fiction; Poetry, Drama W: Personal Narrative, Descriptive Essay, Persuasive			R: Informational, Fairy Tale, Fable, Drama, Fantasy, Fiction, Poetry W: Imaginative Story, Informational, Poetry			
<b>Big Idea</b>	Current Grade	<ul style="list-style-type: none"> <li>A community of readers and writers convey thoughts, generate questions, listen and share feelings. Reading and writing are connected with authors using structures to organize thoughts.</li> <li>Readers notice how authors' choices influence and communicate meaning within the text.</li> <li>Writers explore small moments in personal narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing are connected with authors using structures to organize thoughts.</li> <li>Effective writers explore small moments in personal narratives.</li> <li>Making connections while reading Realistic Fiction and Memoirs is a natural segue into writing personal narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Wide, thoughtful readers expand their vocabularies and scope of knowledge.</li> <li>Readers make personal connections with text as well as with other text and society</li> </ul>	<ul style="list-style-type: none"> <li>Informational text in expository form enlists text structures to help the reader comprehend concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Expository writing includes a thesis statement, supports and conclusions that efficiently convey and explanation.</li> <li>Wide, thoughtful readers expand their vocabularies and scope of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Digital reading and writing requires unique strategies for depth of understanding and to convey meaning.</li> <li>Poetry requires depth for understanding.</li> <li>Poets use sensory language, rhyme, sounds and imagery to condense thoughts.</li> </ul>
	Social Studies Connection	Readers and writers are citizens who respect truth, equality and justice for ourselves and others.			Families work together to communicate wants and needs.		
	Previous Grade: 1st	All previous grade TEKS were taught prior to COVID19 Remote Learning.			All previous grade TEKS were taught prior to COVID19 Remote Learning.		
<b>TEKS</b>	Current Grade	<ul style="list-style-type: none"> <li>2.1A-B</li> <li>Bvii, Civ</li> <li>2.3A, D</li> <li>2.4; 2.5</li> <li>2.6E</li> <li>2.7A-B</li> <li>2.8B</li> <li>2.9Di, F</li> <li>2.10A</li> <li>2.11A, Bi-ii, C,</li> <li>2.11Dx-xi, E</li> <li>2.12A</li> </ul>	<ul style="list-style-type: none"> <li>2.1C-D</li> <li>2.2Aii, 2Ci, E</li> <li>2.3C</li> <li>2.4; 2.5</li> <li>2.6A-D</li> <li>2.7C-D</li> <li>2.8D</li> <li>2.9A, B-C, F</li> <li>2.10A, C-D</li> <li>2.11Div, x-xi, E</li> <li>2.12C</li> <li>2.13A-B</li> </ul>	<ul style="list-style-type: none"> <li>2.1E</li> <li>2.2Ai, Bi,Cvi</li> <li>2.3C</li> <li>2.4; 2.5</li> <li>2.6F, G-I</li> <li>2.7E-F</li> <li>2.8A, C</li> <li>2.9Di-iii, Ei</li> <li>2.10E</li> <li>2.11Di-iii</li> <li>2.11Dv-vi, viii-ix</li> <li>2.13C-G</li> </ul>	<ul style="list-style-type: none"> <li>2.1A-B</li> <li>2.2Aii</li> <li>2.2Ci, Civ-v</li> <li>2.3A-B</li> <li>2.6A</li> <li>2.7A, C</li> <li>2.8D</li> <li>2.9A, C</li> <li>2.10A-B</li> <li>2.11A, Bi-ii</li> <li>2.12B-C</li> </ul>	<ul style="list-style-type: none"> <li>2.1C-D</li> <li>2.2Biii</li> <li>2.2D, E</li> <li>2.3D</li> <li>2.4; 2.5</li> <li>2.6B-C, H</li> <li>2.8B-C</li> <li>2.9Di-iii, Ei-ii</li> <li>2.10C-D</li> <li>2.11C, Di-ii, Div, Dix</li> </ul>	<ul style="list-style-type: none"> <li>2.1E</li> <li>2.2Bvii, Cvi</li> <li>2.3C</li> <li>2.4; 2.5</li> <li>2.6G</li> <li>2.7E-F</li> <li>2.9F</li> <li>2.10E-F</li> <li>2.11A, Bi-ii, C, Dx, Dvi-vii</li> <li>2.12A</li> </ul>
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Timeline	3rd Quarter Jan 4 - March 12, 2021 (48 Instructional Days)			4th Quarter March 22 - May 27, 2021 (48 Instructional Days)			
<b>Unit</b>	2.7 Communicate	2.8 Voice	2.9 Written Expression	2.10 Investigation	2.11 Our Place	2.12 Our World	
<b>Pacing</b>	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	
<b>Genre</b>	R: Biography, Legend, Fairy Tale, Realistic Fiction, Informational, Poetry, Folk Tale W: Imaginative Story, Procedural, Research Report			R: Autobiography, Fiction, Poetry, Informational, Fantasy W: Informational: /Biography, Report; Thank you notes and letters, Personal Narrative, Opinion Essay			
<b>Big Idea</b>	Current Grade	<ul style="list-style-type: none"> <li>Authors have specific purposes for writing texts, which may include imbedding history in the plot of</li> <li>Writing poetry requires a unique use of language and structural elements.</li> <li>Argumentative texts influence readers' thoughts and actions.</li> <li>The audience often responds to argumentative text through digital means.</li> </ul>	<ul style="list-style-type: none"> <li>Reading biographies and autobiographies requires an understanding of the subjects historical background.</li> <li>Responding digitally to sources is differs from writing a letter.</li> </ul>	<ul style="list-style-type: none"> <li>Structures in dramas allow the readers to perform the text.</li> <li>Wide, thoughtful readers expand their vocabularies and scope of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Project Based Research begins with a driving question, collection of information and presentation of conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Digital reading and writing requires unique strategies for depth of understanding and to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Expository writing includes a thesis statement, supports and conclusions that efficiently convey and explanation.</li> <li>Wide, thoughtful readers expand their vocabularies and scope of knowledge.</li> </ul>
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<b>TEKS</b>	Current Grade	<ul style="list-style-type: none"> <li>2.2Biv, vi, Ciii, E</li> <li>2.3C, D</li> <li>2.4; 2.5</li> <li>2.6H-I</li> <li>2.7C-D</li> <li>2.8A, D</li> <li>2.9Di-iii</li> <li>2.10A-B</li> <li>2.11A, C</li> <li>2.12A</li> <li>2.13A-B</li> </ul>	<ul style="list-style-type: none"> <li>2.1A-D</li> <li>2.2Bv, Cvi,D</li> <li>2.6C, G-H</li> <li>2.7A-B</li> <li>2.8B-C</li> <li>2.9C</li> <li>2.10C-D</li> <li>2.11Di-ii, x-xi, E</li> <li>2.12B</li> <li>2.13C-D</li> </ul>	<ul style="list-style-type: none"> <li>2.1E</li> <li>2.3A-B</li> <li>2.6A-B, D-F</li> <li>2.7E-F</li> <li>2.9A-B, Ei-ii, F</li> <li>2.10F</li> <li>2.11A, Bi-ii,</li> <li>2.11Di-ii-v, viii</li> <li>2.13E-G</li> </ul>	<ul style="list-style-type: none"> <li>2.1D</li> <li>2.2C, E</li> <li>2.3C-D</li> <li>2.4; 2.5</li> <li>2.6C</li> <li>2.7A-B</li> <li>2.8A-B</li> <li>2.9Di-ii</li> <li>2.10B-C</li> <li>2.11Diii, vi</li> <li>2.12C</li> <li>2.13B, F</li> </ul>	<ul style="list-style-type: none"> <li>2.1A-C</li> <li>2.2E</li> <li>2.4; 2.5</li> <li>2.6E-F</li> <li>2.7D, F</li> <li>2.8C</li> <li>2.9Ei</li> <li>2.10D</li> <li>2.11A, Di-ii, viii, x-xi</li> <li>2.12A</li> <li>2.13A, C, D-E, G</li> </ul>	<ul style="list-style-type: none"> <li>2.2Bi, E</li> <li>2.2Bvii</li> <li>2.4; 2.5</li> <li>2.6H-J</li> <li>2.7C</li> <li>2.8D</li> <li>2.9B</li> <li>2.10E, F</li> <li>2.11C, iv,-vii, Ei-ii</li> </ul>
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TEKS 1.1-1.4 are covered by Foundations

TEKS covered by HMH Into Reading are Blue and in the same order as the HMH modules.

[Lead4Ward Snapshot](#)

1.6C-D  
1.11Dvi  
1.12B  
1.13A-C

1.2Civ  
1.6H-I  
1.10E  
1.11E  
1.13D-E