Second Grade ELA Year At A Glance

	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6A	Unit 6B	Unit 7A	Unit 7B	Unit 8	Unit 9	Unit 10	
	4 Weeks	2 Weeks	3 Weeks	1 Weeks	5 Weeks	3 Weeks	3 Weeks	3 Weeks	2Weeks	3 Weeks	2 Weeks	2 Weeks	
Reading Genre	**Launching Readers' Workshop:** Students learn how to choose texts at home, school, and within their community and discuss how readers interact with a variety of texts for different reading purposes. Emphasis is given to how readers monitor their comprehension and employ strategies when comprehension suffers. Students also begin to identify resources they can use to support their word learning.	**Across Genres: Understanding Purpose and Making Connections to Comprehend:** Students use their growing ability to engage in dialogue and conversation with peers to support learning and understanding. Students identify and discuss author's purpose in a variety of texts. Students look for details, facts, and ideas that reveal the author's purpose. Students also improve comprehension by making connections to personal experiences, ideas in other texts, and society. Students continue to use strategies to establish their own purposes for reading and monitor their comprehension in order to support understanding of texts. Students demonstrate their understanding by describing their connections, retelling, and interacting with texts through writing and illustrating. Understanding of texts is further supported through use of resources and context clues to identify and learn the meaning of unfamiliar words.	**Across Genres Asking Questions and Predicting to Comprehend:** Students continue to identify and discuss author's purpose for writing including how authors use text/print and graphic features for specific purposes. Students also incorporate the strategy of asking questions before, during, and after reading to increase comprehension as well as to monitor understanding. Additionally, students make, correct, and/or confirm predictions while reading. This includes using text/print and graphic features when predicting. Students begin to understand that these comprehension strategies are interconnected and simultaneous rather than step by step and isolated. Students should use the strategies flexibly and rely on them as needed to improve comprehension.	**Across Genres Visualizing to Comprehend:** Students continue to practice using both context clues and print and digital resources to determine word meaning. Students apply their knowledge of the syllable patterns to the syllables in multisyllabic words. Students support decoding and encoding skills through phonological skills that include distinguishing short and long vowel sounds in multisyllabic words. Students begin alphabetizing words and developing handwriting through cursive letter formations.	**Across Genres Inferring, Determining Key Ideas, & Synthesizing to Comprehend:** Students add to their reading comprehension strategies by making inferences and using text evidence to deepen comprehension. Students also evaluate details and determine which ideas are most important in order to increase understanding. Additionally, students synthesize details, ideas, and information to create new understandings, perspectives, and/or insights. Students are also introduced to the basic skills necessary for research and inquiry. Students generate questions on a research topic. Students evaluate the quality of their questions and determine which sources are best suited to gaining information regarding questions. Students then apply all the comprehension strategies they have learned to gather information from their sources. Students demonstrate an understanding of information gathered from sources and reevaluate their questions and sources.	**Literary/Fiction Examining Characteristics of Fiction, including Drama:** Students explore a variety of fictional texts, including drama. They read, respond, and discuss their understanding of text by flexibly employing previously learned reading strategies that support comprehension. Students identify and describe characters' internal and external traits, plot elements, and the importance of setting. Understanding these elements allows students to understand the topic and theme of a piece of writing as well as the author's purpose. Recognizing author's purpose is further supported by an understanding of text structure, print and graphic features, use of language, and point of view. Students also recognize these same literary elements and devices in drama, specifically zeroing in on the use of dialogue to develop the story. Students interact and respond to texts by retelling and paraphrasing using text evidence, including brief written comment.	**Literary/Fiction Examining Characteristics of Traditional Literature:** Students begin examining the specific characteristics of traditional literature such as folktales, fables, and fairy tales. Students identify and describe characters' internal and external traits, plot elements, and the importance of setting within traditional literature. Understanding these elements allows students to understand the topic and theme of a piece of writing as well as the author's purpose. Analysis of text structure, print and graphic features, use of language, and point of view, all support students' awareness of author's purpose. Students interact and respond to texts by retelling, paraphrasing, and using text evidence in brief written and oral comments. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.	**Expository Characteristics of Informational Text:** Students explore characteristics and structures of informational text, including central idea and supportive evidence, text features, and organizational patterns such as cause and effect and chronological order to facilitate and increase comprehension of texts. Students also examine the characteristics of procedural texts to serve as models for writing. Students experience parts of the research process by generating questions on a topic, identifying and gathering information on generated questions, and demonstrating an understanding of the information being gathered. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.	**Expository Finding Information through Inquiry and Research:** Students engage in inquiry and research. With adult assistance, students generate questions for inquiry as they develop and follow a research plan. Through this process, students demonstrate an understanding of information as they answer their pre-generated questions of inquiry. For the purpose of research, students identify and gather relevant primary and secondary sources which they will cite appropriately. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.	**Expository Examining Characteristics of Poetry:** Students explore the genre characteristics of poetry. Students explain visual patterns and structures by reading a variety of poems in different poetry forms. Students discover the author's purpose of poetry through evaluating how structure and language influence the author's purpose and message (theme). Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.	**Expository Examining the Characteristics of Persuasive Text:** Students examine the characteristics of various types of persuasive texts, including stating what the author is trying to persuade the reader to think or do and distinguishing facts from opinions. Students examine author's craft in persuasive text including how authors convey their message; use detailed reasoning for their position on a particular topic/issue; choose particular words, phrases, and sentences that make an impact on their readers; and use particular text structures and text features to support their position. Additionally, students continue to incorporate ongoing reading strategies as necessary to maintain and improve comprehension.	**Across Genres Living in a World of Literacy:** Students review what they have learned throughout the year and reflect on all the different texts they have read or listened to. Students highlight what they have learned about comprehension, genre, author's purpose and craft, and inquiry through a book talk of one of their favorite texts.	**Review Week**

	* All Texas Essential Knowledge and Skills(TEKS) are embedded and spiraled across each unit throughout the year.								
Word Work	**Decoding** TEKS: *2,2Bvii*, 2.2Bvi,	**Decoding** TEKS: *2,2Bvii*, 2.2Biii, 2.2Bv,		**Decoding** TEKS:*2.2Bvii*, 2.2Biii, 2.2Bi,			**Decoding** TEKS: *2.2Bvii*, 2.2Bii		**Decoding** TEKS: Review/Reteach all Previously Taught TEKS for Mastery and/or Extend and Apply
	Encoding TEKS: 2.2Cvi	**Encoding** TEKS:2Ci, 2Ciii, 2Cv		**Encoding** TEKS: 2.2Ci, 2.2Civ			**Encoding** TEKS: 2.2Cii		**Encoding** TEKS: Review/Reteach all Previously Taught TEKS for Mastery and/or Extend and Apply

Writing	**We've Got This – Launch Writer's Workshop:** In this unit, students will build on all they know about writer's workshop by putting routines and procedures into place as they stretch their writing muscles. In addition to teaching routines and structures, this unit will focus on generating ideas, writing with more volume, and becoming a community of authors.	**We Can Write Like the Authors We Love** – In this unit, students will step into this new level of writing by emulating their favorite books or series. They will raise the level of their writing by focusing on sequencing. This unit will see students blossom as they write with more detail and conventions than they have before. Students will work on revising texts as they strive to make their stories longer and more fully developed. These published books will be shared with the classroom writing community in a writers' celebration.	**Finding Stories in The Moments of Our Lives:** As students continue to compose longer and more developed texts, they will look to the moments from their personal lives for inspiration. Teachers will select mentor texts which highlight the craft of personal narrative. Students will work diligently to identify moments that matter in their lives. They will explore ways to zoom in on those and then write the stories of those moments with clarity and focus. Students should write multiple small moment books, choosing one to revise, ensuring that they have made the reader feel and understand the importance of the moment. Students will publish this revised book and share it with their class in an author's celebration before adding them to the classroom library.	**Writing Edged of Your Seat Fiction**: In this unit, students take all that they have learned about writing personal narratives and apply that to writing gripping, realistic fiction stories. They will learn that they can invent their own fictional characters and tell realistic stories about them. As they develop these characters, they will spend time thinking about their traits. Students will also focus on drawing out action and stretching our stories across pages. They will make sure that their stories have a problem and a resolution in addition to a beginning, middle, and end. Students will write more than one fiction book but will select their favorite to revise through the lens of plot and character. These published books can be exchanged and shared with another second grade as the writers' celebration.	**Writing to Share with Others what We Know:** In this unit, students will write nonfiction chapter books, applying what they are researching and what they've learned about characteristics and components of the genre in their reading. Students will choose their topics as the foundation for their nonfiction chapter books. As they write these books, they will focus on lifting the writing quality through nonfiction text features and structures. Students can choose to write more than one-chapter book, each over different subjects, or write one longer book over a single topic. Students will select one book to revise and edit before publishing. One way to share these books with an audience may be to read them on SeeSaw and share them with the school community. Authentic audience and application of writing are essential to student writers.	**We can pack big thoughts into small packages: Writing Poetry** – In this unit, students will learn that everyday feelings and items can be the spark for a poem and that a poem translates feelings about those things onto the page. Students will use repetition, metaphor, and white space as they write poetry. While students will be exposed to various types of poems, they will choose the kinds of poems they write. The focus of this unit will be on the creative interpretation of everyday life into the beauty and brevity of a poem. These poems will be collected and published as an anthology. A poetry café is a fun way to celebrate this unit.	**We Can Write Reviews:** Students will focus on writing about reading as they craft book reviews to be shared with the school community. Students will learn that reviews are intended to persuade readers. These reviews can be written as persuasive letters, book blurbs, or a Google doc linked to a QR code placed on the back of the reviewed book to inform future classroom readers.	**We can write about our reading:** We can think deeply about what we read and share those thoughts about characters and story meaning when we write about our reading. This unit will focus on helping students to lift the level of writing in their readers' responses by thinking deeply about authors' craft and using text evidence to support the claims made in the responses.	

	* All Texas Essential Knowledge and Skills(TEKS) are embedded and spiraled across each unit throughout the year.

Grammar	**Verbs and Nouns** TEKS 2.11ii, 2.11iii	**Complete Sentences** TEKS 2.11i	**Punctuation** TEKS 2.11x	**Adjectives and Adverbs** TEKS 2.11iv, 2.11v	**Conjunctions** TEKS 2.11viii	**Prepositions** TEKS 2.11vi	**Pronouns** TEKS 2.11vii	**Capitalization** TEKS 2.11ix	