

# Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

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### Texas Essential Knowledge and Skills (TEKS)

#### Language Arts

Grade 2 - Adopted: 2017

#### TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017

STUDENT EXPECTATION	110.4.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

#### TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017

STUDENT EXPECTATION	110.4.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

#### TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017

STUDENT EXPECTATION	110.4.b.6	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

#### TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017

STUDENT EXPECTATION	110.4.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.B.</b>	<b>Develop drafts into a focused piece of writing by:</b>
INDICATOR	110.4.b.1 1.B.ii.	Developing an idea with specific and relevant details.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.

INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

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## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 2 - Adopted: 2017

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.

GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.6 .</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.B.</b>	<b>Develop drafts into a focused piece of writing by:</b>
INDICATOR	110.4.b.1 1.B.ii.	Developing an idea with specific and relevant details.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.

INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

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**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>

INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.D.</b>	<b>Alphabetize a series of words and use a dictionary or glossary to find words.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.3</b> <b>.D.</b>	<b>Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.B.</b>	<b>Describe the main character's (characters') internal and external traits.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.C.</b>	<b>Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.D.</b>	<b>Describe the importance of the setting.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.9 .	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .D.	<b>Recognize characteristics and structures of informational text, including:</b>

INDICATOR 110.4.b.9 .D.ii. Features and graphics to locate and gain information.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR 110.4.b.1 1.D.i. Complete sentences with subject-verb agreement.

INDICATOR 110.4.b.1 1.D.x. End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

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**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 .	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.2 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
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INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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INDICATOR	110.4.b.2 .C.v.	Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.6 .</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.4.b.1 1.D.i. Complete sentences with subject-verb agreement.

INDICATOR 110.4.b.1 1.D.iii. Singular, plural, common, and proper nouns.

INDICATOR 110.4.b.1 1.D.x. End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 .B. Follow, restate, and give oral instructions that involve a short, related sequence of actions.

GRADE LEVEL EXPECTATION 110.4.b.1 .D. 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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
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INDICATOR 110.4.b.2 .A.i. Producing a series of rhyming words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .B.	<b>Demonstrate and apply phonetic knowledge by:</b>

INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .C.	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.3 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.7 .	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.8 .	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.

INDICATOR	110.4.b.1 1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 .B.</b>	<b>Follow, restate, and give oral instructions that involve a short, related sequence of actions.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 .D.</b>	<b>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.</b>

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
<b>INDICATOR</b>	<b>110.4.b.2 .A.i.</b>	<b>Producing a series of rhyming words.</b>

<b>INDICATOR</b>	<b>110.4.b.2 .A.ii.</b>	<b>Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</b>
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
<b>INDICATOR</b>	<b>110.4.b.2 .B.i.</b>	<b>Decoding words with short, long, or variant vowels, trigraphs, and blends.</b>

<b>INDICATOR</b>	<b>110.4.b.2 .B.iii.</b>	<b>Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</b>
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
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<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2.C.	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.4.b.2.C.i. Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.3	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.3.D. Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.7	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.7.E. Interact with sources in meaningful ways such as illustrating or writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.8	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.8.B. Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION 110.4.b.8.C. Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

GRADE LEVEL EXPECTATION 110.4.b.8.D. Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.9	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.9.C. Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.11	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.ii.	Past, present, and future verb tense.
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Week 05: Unit 1 Note Making and Outlines, p. 67-73

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 2 - Adopted: 2017

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.3 .D.</b>	<b>Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.7 .E.</b>	<b>Interact with sources in meaningful ways such as illustrating or writing.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.

INDICATOR	110.4.b.1 1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**  
**Grade 2 - Adopted: 2017**

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 .B.</b>	<b>Follow, restate, and give oral instructions that involve a short, related sequence of actions.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 .D.</b>	<b>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.</b>

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
<b>INDICATOR</b>	<b>110.4.b.2 .A.i.</b>	<b>Producing a series of rhyming words.</b>

<b>INDICATOR</b>	<b>110.4.b.2 .A.ii.</b>	<b>Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</b>
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
<b>INDICATOR</b>	<b>110.4.b.2 .B.i.</b>	<b>Decoding words with short, long, or variant vowels, trigraphs, and blends.</b>

<b>INDICATOR</b>	<b>110.4.b.2 .B.iii.</b>	<b>Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</b>
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.9.A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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GRADE LEVEL EXPECTATION	110.4.b.9.C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.D.	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.4.b.1.1.D.i.	Complete sentences with subject-verb agreement.
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INDICATOR	110.4.b.1.1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1.1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1.1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1.1.D.vi.	Prepositions and prepositional phrases.
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INDICATOR	110.4.b.1.1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
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INDICATOR	110.4.b.1.1.D.viii.	Coordinating conjunctions to form compound subjects and predicates.
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INDICATOR	110.4.b.1.1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.E.	Publish and share writing.
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**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.1 .D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
<b>INDICATOR</b>	110.4.b.2 .A.i.	Producing a series of rhyming words.
<b>INDICATOR</b>	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>INDICATOR</b>	110.4.b.2 .A.iv.	Manipulating phonemes within base words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
<b>INDICATOR</b>	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
<b>INDICATOR</b>	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR 110.4.b.2 .C.i. Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.3 .D. Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.7 .E. Interact with sources in meaningful ways such as illustrating or writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.8 .A. Discuss topics and determine theme using text evidence with adult assistance.

GRADE LEVEL EXPECTATION 110.4.b.8 .B. Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION 110.4.b.8 .C. Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

GRADE LEVEL EXPECTATION 110.4.b.8 .D. Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.9 .A. Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

GRADE LEVEL EXPECTATION 110.4.b.9 .B. Explain visual patterns and structures in a variety of poems.

GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.D.	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.4.b.1.1.D.i.	Complete sentences with subject-verb agreement.
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INDICATOR	110.4.b.1.1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1.1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1.1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1.1.D.vi.	Prepositions and prepositional phrases.
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INDICATOR	110.4.b.1.1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
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INDICATOR	110.4.b.1.1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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Week 08: Unit 2 Summarizing from Notes, p.93-99

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1.	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .A.	Demonstrate phonological awareness by:

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .B.	Demonstrate and apply phonetic knowledge by:

INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .C.	Demonstrate and apply spelling knowledge by:

INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.7 .	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.

INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.viii.	Coordinating conjunctions to form compound subjects and predicates.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Week 09: Unit 2 Summarizing from Notes, p.101-107

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b>	<b>Demonstrate phonological awareness by:</b>

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b>	<b>Demonstrate and apply phonetic knowledge by:</b>

INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
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<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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INDICATOR	110.4.b.2 .C.v.	Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
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GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
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GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
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GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.9 .	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.9 .D.	Recognize characteristics and structures of informational text, including:
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INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
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INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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Week 10: Unit 2 Summarizing from Notes, p.109-115

## Language Arts

Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.1	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1.D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2.A.	<b>Demonstrate phonological awareness by:</b>
INDICATOR	110.4.b.2.A.i.	Producing a series of rhyming words.
INDICATOR	110.4.b.2.A.iv.	Manipulating phonemes within base words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2.B.	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2.B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2.C.	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2.C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.3	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.11 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

Week 11: Unit 2 Summarizing from Notes, p.117-123

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.iv.	Manipulating phonemes within base words.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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INDICATOR	110.4.b.2 .C.v.	Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.3 .D.</b>	<b>Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</b>
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.7.E. Interact with sources in meaningful ways such as illustrating or writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.8.B. Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION 110.4.b.8.C. Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

GRADE LEVEL EXPECTATION 110.4.b.8.D. Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.9.A. Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

GRADE LEVEL EXPECTATION 110.4.b.9.B. Explain visual patterns and structures in a variety of poems.

GRADE LEVEL EXPECTATION 110.4.b.9.C. Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1.1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1.1.D</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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Week 12: Unit 2 Summarizing from Notes, p.125-131

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.2 .A.	Demonstrate phonological awareness by:
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INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>

INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
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<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1.1.E.	Publish and share writing.

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1.D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2.A.</b>	<b>Demonstrate phonological awareness by:</b>
INDICATOR	110.4.b.2.A.i.	Producing a series of rhyming words.
INDICATOR	110.4.b.2.A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2.B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2.B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
INDICATOR	110.4.b.2.B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.9 A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
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INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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# Texas Essential Knowledge and Skills (TEKS)

## Language Arts

### Grade 2 - Adopted: 2017

**TEKS                    110.4.                    English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.1	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

**TEKS                    110.4.                    English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .A.	<b>Demonstrate phonological awareness by:</b>
INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
INDICATOR	110.4.b.2 .A.iv.	Manipulating phonemes within base words.

**TEKS                    110.4.                    English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .B.	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.

**TEKS                    110.4.                    English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .C.	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**  
Grade 2 - Adopted: 2017

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
INDICATOR	110.4.b.2 .A.iv.	Manipulating phonemes within base words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.1	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .A.	<b>Demonstrate phonological awareness by:</b>
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INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.iv.	Manipulating phonemes within base words.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .B.	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .C.	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.3 .C.	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.4.b.1 1.D.v. Adverbs that convey time and adverbs that convey place.

INDICATOR 110.4.b.1 1.D.x. End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.E. Publish and share writing.

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**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 .B. Follow, restate, and give oral instructions that involve a short, related sequence of actions.

GRADE LEVEL EXPECTATION 110.4.b.1 .D. 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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
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INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
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INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.7 .E.</b>	<b>Interact with sources in meaningful ways such as illustrating or writing.</b>
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1.1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1.1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1.1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1.1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1.1.D.vii.	Pronouns, including subjective, objective, and possessive cases.
INDICATOR	110.4.b.1.1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.E.	Publish and share writing.
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**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1.D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2.A.</b>	<b>Demonstrate phonological awareness by:</b>
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INDICATOR	110.4.b.2.A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2.A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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INDICATOR	110.4.b.2.A.iv.	Manipulating phonemes within base words.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2.B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2.B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
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GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
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INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 .	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .A.	Demonstrate phonological awareness by:
INDICATOR	110.4.b.2 A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .B.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .C.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
INDICATOR	110.4.b.2 .C.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.4.b.2 .C.v.	Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.3 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.11 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.E. Publish and share writing.

Week 20: Unit 4 Summarizing a Reference, p. 195-201

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 .B. Follow, restate, and give oral instructions that involve a short, related sequence of actions.

GRADE LEVEL EXPECTATION 110.4.b.1 .D. 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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.2 .A. Demonstrate phonological awareness by:

INDICATOR 110.4.b.2 .A.i. Producing a series of rhyming words.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .B.	<b>Demonstrate and apply phonetic knowledge by:</b>

INDICATOR 110.4.b.2 .B.iii. Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2 .	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .C.	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR 110.4.b.2 .C.i. Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.8 .	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.8 .B. Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION 110.4.b.8 .C. Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

GRADE LEVEL EXPECTATION 110.4.b.8 .D. Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.9 .	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.9 .A. Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

GRADE LEVEL EXPECTATION 110.4.b.9 .B. Explain visual patterns and structures in a variety of poems.

GRADE LEVEL EXPECTATION 110.4.b.9 .C. Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.1 1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

Week 21: Unit 4 Summarizing a Reference, p. 203-209

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 .	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .A.	Demonstrate phonological awareness by:

INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b> <b>.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b> <b>.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2</b> <b>.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7</b> <b>.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.7</b> <b>.E.</b>	<b>Interact with sources in meaningful ways such as illustrating or writing.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b> <b>.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.B.</b>	<b>Describe the main character's (characters') internal and external traits.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.C.</b>	<b>Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.8</b> <b>.D.</b>	<b>Describe the importance of the setting.</b>
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b> <b>.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.9 .	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .D.	<b>Recognize characteristics and structures of informational text, including:</b>

INDICATOR 110.4.b.9 .D.ii. Features and graphics to locate and gain information.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR 110.4.b.1 1.D.iv. Adjectives, including articles.

INDICATOR 110.4.b.1 1.D.v. Adverbs that convey time and adverbs that convey place.

INDICATOR 110.4.b.1 1.D.x. End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.E. Publish and share writing.

# Texas Essential Knowledge and Skills (TEKS)

## Language Arts

Grade 2 - Adopted: 2017

**TEKS                      110.4.                      English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
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**TEKS                      110.4.                      English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
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INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
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INDICATOR	110.4.b.2 .A.ii.	Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
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INDICATOR	110.4.b.2 .A.iv.	Manipulating phonemes within base words.
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**TEKS                      110.4.                      English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .B.</b>	<b>Demonstrate and apply phonetic knowledge by:</b>
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INDICATOR	110.4.b.2 .B.i.	Decoding words with short, long, or variant vowels, trigraphs, and blends.
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INDICATOR	110.4.b.2 .B.ii.	Decoding words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .B.iii.	Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .B.iv.	Decoding compound words, contractions, and common abbreviations.
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**TEKS                      110.4.                      English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.2	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.4.b.2 .C.	<b>Demonstrate and apply spelling knowledge by:</b>

INDICATOR	110.4.b.2 .C.i.	Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
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INDICATOR	110.4.b.2 .C.ii.	Spelling words with silent letters such as knife and gnat.
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INDICATOR	110.4.b.2 .C.iii.	Spelling compound words, contractions, and common abbreviations.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.7	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.8	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
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GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
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GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	110.4.b.9	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
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GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.4.b.1 1.D.iv. Adjectives, including articles.

INDICATOR 110.4.b.1 1.D.v. Adverbs that convey time and adverbs that convey place.

INDICATOR 110.4.b.1 1.D.vii. Pronouns, including subjective, objective, and possessive cases.

INDICATOR 110.4.b.1 1.D.x. End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.E. Publish and share writing.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 3.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 3.C. Identify and gather relevant sources and information to answer the questions.

GRADE LEVEL EXPECTATION 110.4.b.1 3.E. Demonstrate understanding of information gathered.

Week 23: Unit 4 Summarizing a Reference, p. 219-225

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.2 .A.</b>	<b>Demonstrate phonological awareness by:</b>
INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.11</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 1.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.1 3.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 3.C.	Identify and gather relevant sources and information to answer the questions.
GRADE LEVEL EXPECTATION	110.4.b.1 3.E.	Demonstrate understanding of information gathered.

Week 24: Unit 4 Summarizing a Reference, p. 227-233

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

STUDENT EXPECTATION	110.4.b.1 .	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.

GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.2 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.2 .A.	Demonstrate phonological awareness by:
INDICATOR	110.4.b.2 .A.i.	Producing a series of rhyming words.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.8 .	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.9 .	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
STUDENT EXPECTATION	110.4.b.1 1.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

#### Grade 2 - Adopted: 2017

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.6 .</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.6 .D.	Create mental images to deepen understanding.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1.1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1.1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1.1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1.1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.E.	Publish and share writing.
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Week 26: Unit 5 Writing from Pictures, p. 247-253

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1.D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.6.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.6.D.	Create mental images to deepen understanding.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.

INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

Week 27: Unit 5 Writing from Pictures, p. 255-261

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

#### Grade 2 - Adopted: 2017

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.6 .</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.6 .D.	Create mental images to deepen understanding.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.8 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9 .</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.

INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

Week 28: Unit 5 Writing from Pictures, p. 263-269

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 2 - Adopted: 2017

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.6 .</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.6 .D.	Create mental images to deepen understanding.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.7 .</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.7 .E.	Interact with sources in meaningful ways such as illustrating or writing.

<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
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<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.9 .D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
INDICATOR	110.4.b.9 .D.ii.	Features and graphics to locate and gain information.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1 1.D.i.	Complete sentences with subject-verb agreement.
INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.1 .B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
GRADE LEVEL EXPECTATION	110.4.b.1 .D.	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.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3 .</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.4.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.6</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.6 .I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.8 .B.	Describe the main character's (characters') internal and external traits.
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GRADE LEVEL EXPECTATION	110.4.b.8 .C.	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
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GRADE LEVEL EXPECTATION	110.4.b.8 .D.	Describe the importance of the setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.9 .A.	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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GRADE LEVEL EXPECTATION	110.4.b.9 .B.	Explain visual patterns and structures in a variety of poems.
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GRADE LEVEL EXPECTATION	110.4.b.9 .C.	Discuss elements of drama such as characters, dialogue, and setting.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.A.	Plan a first draft by generating ideas for writing such as drawing and brainstorming.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1.1.B.</b>	<b>Develop drafts into a focused piece of writing by:</b>
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INDICATOR	110.4.b.1.1.B.ii.	Developing an idea with specific and relevant details.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1.1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1.1.D.iv.	Adjectives, including articles.
INDICATOR	110.4.b.1.1.D.v.	Adverbs that convey time and adverbs that convey place.
INDICATOR	110.4.b.1.1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.4.b.1.1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.1.E.	Publish and share writing.
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Week 30: Unit 7 Inventive Writing, p. 281-287

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 2 - Adopted: 2017**

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.1.B.	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
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GRADE LEVEL EXPECTATION	110.4.b.1.D.	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.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.4.b.3.D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
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**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.6</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.6 .I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.8</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.8 .B. Describe the main character's (characters') internal and external traits.

GRADE LEVEL EXPECTATION 110.4.b.8 .C. Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

GRADE LEVEL EXPECTATION 110.4.b.8 .D. Describe the importance of the setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.9</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.9 .A. Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

GRADE LEVEL EXPECTATION 110.4.b.9 .B. Explain visual patterns and structures in a variety of poems.

GRADE LEVEL EXPECTATION 110.4.b.9 .C. Discuss elements of drama such as characters, dialogue, and setting.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.4.b.1 1.A. Plan a first draft by generating ideas for writing such as drawing and brainstorming.

**TEKS 110.4. English Language Arts and Reading, Grade 2, Adopted 2017**

<b>STUDENT EXPECTATION</b>	<b>110.4.b.1</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1</b>	<b>Develop drafts into a focused piece of writing by:</b>
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1.B.

INDICATOR	110.4.b.1 1.B.ii.	Developing an idea with specific and relevant details.
<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.4.b.1 1.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.4.b.1 1.D.iv.	Adjectives, including articles.
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INDICATOR	110.4.b.1 1.D.v.	Adverbs that convey time and adverbs that convey place.
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INDICATOR	110.4.b.1 1.D.vi.	Prepositions and prepositional phrases.
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INDICATOR	110.4.b.1 1.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.
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<b>TEKS</b>	<b>110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>110.4.b.1 1.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.4.b.1 1.E.	Publish and share writing.
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