

What your child will learn in Grade 2



Grade 2 Literacy Goals

Types of Skills	Goals
Foundational	In second grade, a significant portion of the literacy block should be focused on developing & sustaining word structure knowledge through phonological/ phonemic awareness, print concepts, phonics, and morphology to communicate, decode and encode (spell) for listening, speaking, reading, writing, and thinking.
Reading	In second grade, students should develop and sustain oral and written comprehension skills while listening and reading. These skills should progress throughout the year as students learn metacognitive strategies to determine author's purpose, analyze craft, and recognize genre characteristics and structures in increasingly complex texts.
Writing	In second grade, students should develop and sustain oral and written language skills to communicate their ideas effectively using appropriate conventions. By using the writing process recursively, these skills should progress throughout the year as students compose multiple texts that consider audience & purpose, apply appropriate genre characteristics & craft, & determine appropriate mode of delivery.

Grade 2 Literacy

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 1: Introduction to Multiple Genres	8/14 - 9/22	2.2Ai, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2Bi, 2.2Biii, 2.2Bv, 2.2Bvi, 2.2Bvii, 2.2Ci, 2.2Cvi, 2.2E, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A	2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.8A, 2.8B, 2.8C, 2.8D, 2.9B, 2.9C, 2.9Di, 2.9Dii, 2.9F, 2.10A, 2.10C, 2.10D	2.11A, 2.11Bi, 2.11Bii, 2.11C, 2.11Di, 2.11Dii, 2.11Diii, 2.11Div, 2.11Dviii, 2.11Dx, 2.11Dxi, 2.11E, 2.12A, 2.12B
Unit 2: Elements of Multiple Genres	9/25 – 11/3	2.2Bii, 2.2Biii, 2.2Biv, 2.2Bvii, 2.2Cii, 2.2Ciii, 2.2Civ, 2.2Cv	2.6E, 2.6F, 2.6G, 2.7C, 2.7D, 2.8C, 2.9Di, 2.9Diii, 2.10A, 2.10B, 2.10E	2.11Bi, 2.11Bii, 2.11Dv, 2.11Dix
Unit 3: Developing Comprehension through Multiple Genres	11/6 – 12/21	2.2Biii, 2.2Bvii, 2.2D,	2.6E, 2.6F, 2.7C, 2.7D, 2.8C, 2.9Di, 2.9Ei, 2.9Eii, 2.10A	2.11Bi, 2.11Bii
Unit 4: Deepening Understanding of Multiple Genres	1/9 – 2/16	2.2Biii, 2.2Bvii	2.6E, 2.6F, 2.7C, 2.7D, 2.8C, 2.9Di, 2.10A, 2.10F	2.11Bi, 2.11Bii
Unit 5: Making Real World Connections through Multiple Genres	2/21 – 4/5	2.2Biii, 2.2Bvi	2.6E, 2.6F, 2.7C, 2.7D, 2.8C, 2.9Di, 2.10A	2.11Bi, 2.11Bii

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 6: Genre Studies	4/8 – 5/24	2.2Biii, 2.2Bvii	2.6E, 2.6F, 2.7C, 2.7D, 2.8C, 2.9Di, 2.10A	2.11Bi, 2.11Bii

Grade 2 Inquiry & Innovation

Unit	Dates	TEKS	Unit Goals
Unit 1: Patterns and Systems	8/14 – 11/10	SS.2.8A, B; SS.2.9A, B, C, D; SS.2.13A, B, C; SC.2.6A, B, C; SS.2.1B; SS.2.2B; SS.2.3A, B; SS.2.4B; SS.2.11C	<p>Students investigate and inquire to answer:</p> <ul style="list-style-type: none"> • Why are systems important in our classroom and community? (Citizenship/Government) • Why is it important to know what things are made of? (Properties of Matter) • How can we, as chemical engineers, improve play dough? (Properties of Matter) • What makes a place unique and significant? (History/Geography)
Unit 2: Stability and Change	11/13 – 2/23	M.2.11 A, B, C, D, E, F; SS.2.10 A, B, C; SC.2.9 A, B; SC.2.10 A, B, C; SS.2.2. A; SS.2.4 B; SS.2.8 A, B; SS.2.9 B, C, D; SS.2.11 C, D; SC.2.12 A, C; SC.2.13 A	<p>Students investigate and inquire to answer:</p> <ul style="list-style-type: none"> • How can something seem stable when it is actually changing? (Personal Financial Literacy, Economics) • How does weather affect us? (Weather) • How do good citizens impact stability and change? (Citizenship) • How does interdependence provide stability and change? (Organisms and Environments)
Unit 3: Relationships and Interactions	2/26 - 5/24	SC.2.12 A, B; SC.2.13 B, C, D; SS.2.12 A, B; SC.2.11 A, B; SS.2.4 A; SS.2.5 A, B, C; SC.2.7 A, B; SC.2.8 A, B, C	<p>Students investigate and inquire to answer:</p> <ul style="list-style-type: none"> • Are all interactions observable? (Organisms and Environments) • How can we learn from each other? (Culture) • How can we best understand the world around us? (Earth's resources) • Why is it important to always wonder? (Force, Motion, Energy)

Grade 2 Mathematics

Unit	Dates	TEKS	Unit Goals
Unit 1: Addition and Subtraction Strategies	8/14 – 9/1	2.4A, 2.4C, 2.7C	Students will: <ul style="list-style-type: none"> Recall basic addition and subtraction facts within 20. Represent and solve problems using strategies based on place value. Solve addition and subtraction problems with two digit numbers.
Unit 2: Numbers to 1,200	9/5 – 10/6	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F	Students will: <ul style="list-style-type: none"> Represent numbers in standard, word, and expanded form. Compare and order a set of whole numbers using comparative language, numbers and symbols. Compose and decompose numbers up to 1,200 in more than one way.
Unit 3: Addition and Subtraction	10/16 – 12/1	2.4B, 2.4C, 2.4D	Students will: <ul style="list-style-type: none"> Represent and solve problems using strategies based on place value. Generate a problem situation for a given number sentence. Add and subtract three digit numbers within 1,000.
Unit 4: Number Patterns & Money	12/4 – 1/19	2.5A, 2.5B, 2.7A, 2.7B, 2.7C	Students will: <ul style="list-style-type: none"> Determine the value of a collection of coins up to one dollar. Write an amount of money using a cent sign or dollar sign.
Unit 5: Geometry & Fractions	1/22 – 3/8	2.3A, 2.3B, 2.3C, 2.3D, 2.8A, 2.8B, 2.8C, 2.8D, 2.8E	Students will: <ul style="list-style-type: none"> Classify and sort 3D solids based on attributes using formal geometric language. Classify and sort polygons with 12 or fewer sides according to attributes including number of sides and vertices. Explain how the different number of parts in a whole affects the size of the parts.
Unit 6: Measurement	3/18 – 4/12	2.9A, 2.9B, 2.9C, 2.9D, 2.9E, 2.9F, 2.9G	Students will: <ul style="list-style-type: none"> Solve problems that involve length including estimating length. Read and write the time to the nearest minute using an analog and digital clock. Use concrete models to find the area of a rectangle.

Unit	Dates	TEKS	Unit Goals
Unit 7: Data Analysis	4/15 – 5/3	2.10A, 2.10B, 2.10C, 2.10D	Students will: <ul style="list-style-type: none"> • Write and solve one-step addition and subtraction word problems using data represented in pictographs and bar graphs. • Draw conclusions and make predictions from information in a graph.
Unit 8: Introduction to Multiplication & Division	5/6 – 5/24	2.6A, 2.6B	Students will: <ul style="list-style-type: none"> • Model and describe multiplication and division using concrete objects. • Create multiplication and division situations.