

The TEKS Correlated to by **George! PUBLISHING** are in bold and are underlined.

The Text Reference Pages from the by **George! PUBLISHING** Materials are in red.

§110.4. English Language Arts and Reading, Grade 2.

(a) Introduction.

(1) In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

(2) For second grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

All titles, pages 3,5,7,9,11,13, 15

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

All titles, pages 2,4,6,8,10,12,14

(D) listen critically to interpret and evaluate (K-3);

All titles, Inside Front Cover

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

All titles, pages, 2-15

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

Both T.E.s, pages 16-20

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

Pages 1-16 in: Native Homes, Best Friends, American Symbols, Let's Move!, Then and Now, Celebrate Cinco de Mayo!, Celebrate Kwanzaa!, Monumental America, Road Trip to China, Road Trip to Egypt, Road Trip to Italy, Road Trip to Mexico, Who Was Jim Thorpe?

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and

occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

All titles, pages 2,4,6,8,10,12,14

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

All titles, pages 2,4,6,8,10,12,14

(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);

Both T.E's, odd numbered pages 23-69, columns 3-4

(C) recognize high frequency irregular words such as said, was, where, and is (1-2);

Both T.E's, even numbered pages 22-68, Fluency Box

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) **use structural cues to recognize** words such as compound, base words, and **inflections such as -s, -es, -ed, and -ing** (1-2);

Both T.E.'s, page 20

(F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2);

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

All titles, pages, 2-15

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);

All pages in the following books:

A Splash of Colors	A Trip to the Moon
Animals Say	Air Power
Best Friends	Big Bad Cats
Beyond the Backyard	From Eggs to Geese
Insects Up Close	Road Trip, Italy
Let's Move	Tremendous Trees
Native Homes	Water Colors
	What's Out There?
	Who Was Jim Thorpe?

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

All titles, pages, 2-15

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

All pages in the following books:

After the Dinosaurs
All Eyes On You
Baby Animals
Dress for the Weather
For Your Health
Look At That Face
More & Less
One by One
Something to Snack On
Then & Now
Under the Waves
Very, Very Big
Wide Open Space

Cool Places
Feathers or Fur
Road Trip, Italy
Slow Slugs and Snails
Storm Watch
Tiny Acorns, Maj. Oaks
Tools Rule

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and **to acquire information from both print and electronic sources** (2-3); and

All titles, pages, 2-15; All Audio CDs

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

All titles, pages, 2-15

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

All titles, pages, 2-15

(C) develop vocabulary through reading (2-3); and

Both T.E's, even numbered pages 22-68, Vocabulary Box;

Both T.E's, pages 75, 79, 80, 86, 95, 96

(D) use resources and references such as beginners' dictionaries, **glossaries, available technology, and context to build word meanings and to confirm pronunciation of words** (2-3).

All titles, pages, 2-16; All Audio CDs

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

All titles, Inside Front Cover and pages 2-15,

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

All titles, Inside Front Cover

(C) retell or act out the order of important events in stories (K-3);

(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);

All titles, Inside Front and Back Covers

(E) draw and discuss visual images based on text descriptions (1-3);

All titles, Inside Back Covers, and pages 2,4,6,8,10,12,14

(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);

Comprehension, by George! Strategy bags:

Main Idea/ Supporting Details, Cause and Effect, Making Predictions, Inferring/ Drawing Conclusions

(G) identify **similarities and differences across texts such as in topics,** characters,

and problems (1-2);

Comprehension, by George! Strategy bags:

Compare and Contrast, Problem Solving

(H) produce summaries of text selections (2-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

All titles, Inside Back Covers

(C) support interpretations or conclusions with examples drawn from text (2-3); and

All titles, Inside Back Covers, and **Comprehension, by George!** Strategy bag:

Inferring/ Drawing Conclusions

(D) connect ideas and themes across texts (1-3)

All titles, pages 1-15

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);

(B) identify text as written for entertainment (narrative) or for **information (expository)** (2);

All titles, pages 1-15

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

All titles, pages 1-15 and **Comprehension, by George!** Strategy bag: Fact and Opinion

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

Both T.E's, odd numbered pages 23-69, column 3; All titles, pages 1 and 16; All titles visual text page w/chart, map, graph, diagram, etc. and **Word Work, by George!**

And:

Poetry pages of the following books:

Air Power, p.15
America the Beautiful, p.11
Cool Places, p.7, 11
From Eggs to Geese, p.15
Road Trip, Mexico, p.13
It's a Matter of Weather, p.3
Monumental America, p.15
Storm Watch, p.5
Tools Rule, p.9
Tremendous Trees, p.13
What's Out There?, p.9, 15
Who Was Amelia Earhart?, p.11

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

Both T.E's, odd numbered pages 23-69, column 3; All titles, pages 1 and 16; All titles, Visual Text page w/chart, map, graph, diagram, etc. and **Word Work, by George!**

AND

Poetry pages of the following books:

Air Power, p.15
America the Beautiful, p.11
Cool Places, p.7, 11
From Eggs to Geese, p.15
Road Trip, Mexico, p.13
It's a Matter of Weather, p.3
Monumental America, p.15
Storm Watch, p.5
Tools Rule, p.9
Tremendous Trees, p.13
What's Out There?, p.9, 15
Who Was Amelia Earhart?, p.11

(H) analyze characters, including their traits, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);

(B) use alphabetical order to locate information (1-3);

All titles, page 16

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

All titles, pages 1,2,4,6,8,10,12,14,16

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);

All titles, Visual Text page w/chart, map, graph, diagram, etc.

(F) locate and use important areas of the library media center (2-3);

(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and

(H) draw conclusions from information gathered (K-3).

All titles, Inside Back Cover and **Comprehension, by George!** Strategy bag:

Inferring/ Drawing Conclusions

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and

Pages 1-16 in: Native Homes, Best Friends, American Symbols, Let's Move!, Then and Now, Celebrate Cinco de Mayo!, Celebrate Kwanzaa!, Monumental America, Road Trip to China, Road Trip to Egypt, Road Trip to Italy, Road Trip to Mexico, Who Was Jim Thorpe?

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:

(A) write to record ideas and reflections (K-3);

All titles, Inside Back Cover, and both T.E.'s pages 74-96; All 10 Comprehension Strategy T.E.s, Writing Prompts Section

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper

position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);

(B) use word and letter spacing and margins to make messages readable (1-2);

(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and

(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) use resources to find correct spellings, synonyms, and replacement words (1-3);

(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and

(D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use singular and plural forms of regular nouns (2);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);

(C) compose sentences with interesting, elaborated subjects (2-3); and

(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);

(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).

(19) **Writing/evaluation.** The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

All titles, Inside Back Cover, and both T.E.'s pages 74-96

(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).