


2nd Grade Language Arts Curriculum Bundle # 1

Title	Suggested Dates
What Good Readers and Writers Do	 August 25 – Sept. 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Reading and writing is an essential part of our daily lives. Effective readers/writers utilize their senses in order to become better. We are part of a community of learners with roles and responsibilities.	What does a good reader/writer look like? Why do we read? What do we read? Why do we write? What do we write?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
High Frequency (Fry Words) for Reading and Spelling:		
2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: 2.2G (ELA) identify and read at least 300 high-frequency words from a commonly used list	On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.	See High Frequency Word Lists
2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 2.23C (ELA) spell high-frequency words from a commonly used list	On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.	See High Frequency Word Lists

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<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23D <i>use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</i></p>		
Reading:		
<p>2.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</p> <p>Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks); <i>Students are expected to distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue)</i></p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Reading Resources</p> <p>Learning Centers/Stations Resources:</p>
<p>2.3 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>2.3A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;</p>	<ul style="list-style-type: none"> • Activating schema (e.g. using prior knowledge to make connections to self, text, and world) • Visual imagery 	<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Reading Resources</p> <p>Learning Centers/Stations Resources:</p>
<p>2.3 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>2.3C establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Reading Resources</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf Monitoring for Understanding “Precise Predictions” C.026 p. 7-8</p> <p>Learning Centers/Stations Resources:</p>

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<p>2.4 Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>2.4 Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>		<p>Instructional Resources: Refer to DIBELS progress monitoring and benchmark assessments for grade level fluency rates throughout the year BOY: 44wpm MOY: 68wpm EOY: 90wpm</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_4.pdf Fluency-Connected Text “Read and Read Again” F.025 p.6-9</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm Reading Resources- Fluency Guide activity</p> <p>Reader’s Theater http://www.teachingheart.net/readersheater.htm http://www.aaronshep.com/rt/RTE.html http://www.busyteacherscafe.com/units/readers_theater.htm http://www.proteacher.com/070173.shtml</p> <p>Read Naturally and Read Naturally in Spanish</p> <p>Use sand timer</p>	<p>Learning Centers/Stations Resources:</p>
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<p>2.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p> <p>2.10 Students are expected to distinguish between fiction and nonfiction.</p>	<ul style="list-style-type: none"> Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts. <p>TAKS-3.9F (see 2.6A)</p>	<p>Instructional Resources: Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf Comprehension-Text Analysis “Fiction and Nonfiction Review” C.018 p.1-3</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/BattleoftheGenres.doc Reading Resources- Battle of the Genres game</p> <p>Write and illustrate a retelling of a book using KidPix.</p> <p>Use Inspiration to develop own graphic organizer using KidPix.</p>	
<p>2.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</p> <p>2.12 Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p>		<p>Instructional Resources: http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Reading Resources</p>	<p>Learning Centers/Stations Resources:</p>
<p>Reading- Phonics</p>			
<p>2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>2.2A(i), 2.2A(ii), 2.2A(iii), 2.2A(iv) 2.2B(i), 2.2B(ii), 2.2B(iii), 2.2B(iv), 2.2B(v)</p>	<p>This is a set of on-going SE’s that will be taught throughout the year. Teachers will need to instruct their students following the order of the Phonics Sequence listed in the resources and moving at an appropriate pace.</p>	<p>Instructional Resources: See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p> <p>Florida Center for Reading Research: Activities Grade 2-3 Phonics-Letter-Sound Correspondence “Digraph and Diphthong Dash” F.002 p.5-8</p>	<p>Learning Centers/Stations Resources:</p>

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<p>2.2 Reading/Beginning Reading Skills/Phonics. <i>Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p> <p><i>2.2A(i), 2.2A(ii), 2.2A(iii), 2.2A(iv), 2.2A(v)2.2A(vi), 2.2B, 2.2C, 2.2D, 2.2E, 2.2F, 2.2G, 2.2H, 2.2I, 2.2J</i></p>	<p>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Phonics Sequence listed in the resources and moving at an appropriate pace.</p>	<p>Instructional Resources: See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
Writing:			
<p>2.19 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>2.19C write brief comments on literary or informational texts.</p>	<ul style="list-style-type: none"> • Writing Journals • Science Notebooks • Reader's Response 	<p>Instructional Resources: http://www.pflugervilleisd.net/curriculum/science/ScienceNotebooks.cfm "Science Notebooks"</p>	<p>Learning Centers/Stations Resources:</p>
Oral and Written Conventions:			
<p>2.22 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>2.22C(i) ending punctuation in sentences;</p>	<ul style="list-style-type: none"> • TAKS NOTE: Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5). 	<p>Instructional Resources: http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/EditingforC.U.P.S.doc Writing Resources- Editing for Cups</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.22 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>2.22A write legibly leaving appropriate margins for readability;</p>	<ul style="list-style-type: none"> • TAKS NOTE: Write legibly by selecting cursive or manuscript as appropriate (4-8). 	<p>Instructional Resources: http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/hndwr/tgContGrK-12.pdf Writing Resources- Handwriting Continuum</p>	<p>Learning Centers/Stations Resources:</p>

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Oral and Written Conventions-Spelling			
<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23A use phonological knowledge to match sounds to letters to construct unknown words</p> <p>2.23B(i), 2.23B(ii), 2.23B(iii), 2.23B(iv)</p>	<p>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23A, 2.23A(i), 2.23A(ii), 2.23A(iii), 2.23A(iv), 2.23A(v), 2.23A(vi), 2.23B, 2.23C, 2.23D</p>	<p>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
Listening and Speaking:			
<p>2.28 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.28A listen attentively to speakers and ask relevant questions to clarify information</p>	<ul style="list-style-type: none"> Students should listen to advanced texts read aloud (1-2 years above 4th grade reading level) to develop vocabulary skills. 	<p>Instructional Resources:</p> <p>http://www.brainpopjr.com/writing/ Listening and Speaking</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/QuestionsandComments.doc Listening and Speaking Resources-Questions and Comments</p>	
<p>2.28 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.28B follow, restate, and give oral instructions that involve a short related sequence of actions.</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/ListeningSkills.doc Listening and Speaking Resources-Listening Skills</p>	
<p>2.30 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</p>		<p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/QuestionsandComments.doc Listening and Speaking Resources-Questions and Comments</p>	

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<p>2.30 Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Health TEKS Correlation: 2.9 Personal / Interpersonal Skills. The student comprehends the skills necessary for building and maintaining healthy relationships. (B) list and demonstrate good listening skills</p>		
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Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary Second Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon content to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
- (D) make inferences about text using textual evidence to support understanding;
- (E) retell important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.