


2nd Grade Language Arts Curriculum Bundle # 10

Title		Suggested Dates
Fables, Legends, Myths, & Fairytales		March 22- April 16 19 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
We can learn moral lessons through fables, legends, myths, and fairy tales. Background knowledge, facts, and details play an important role, and enhance our understanding of what we read.	How does my background knowledge help me understand a story? What does the author want me to learn through his/her writings?

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	<i>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.</i>	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	<i>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.</i>	See High Frequency Word Lists

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<p>2.23 Oral and Written Conventions/Spelling. <i>Students spell correctly. Students are expected to:</i></p> <p>2.23G <i>use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);</i></p>			
<p>2.23 Oral and Written Conventions/Spelling. <i>Students spell correctly. Students are expected to:</i></p> <p>2.23H <i>mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);</i></p>			
<p>Reading:</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>Reading A-Z- Reading and Word-Attack Strategies- Visualize</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>2.3B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p>		<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p> <p>Monitor for Understanding “Reading Repair” C.033 p. 34-36</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>2.5B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words</p>	<p>Note: TAKS-3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning</p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p> <p>Words in Context “Multiple Meaning Match” V.002 p.4-8</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p>	<p>Learning Centers/Stations Resources:</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- **specificities**

Green-Spanish only *TEKS statements & specificities*

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		<p>Words in Context- “Word Express” V.034 p.16-18 Florida Center for Reading Research: Activities Grade 2-3</p> <p>Words in Context-“Meaning Maker” V.035 p.19-20</p>	
<p>2.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>2.6A identify moral lessons as themes in well-known fables, legends, myths, or stories;</p>	<p>Note: TAKS-3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources</p> <p>Note: TAKS-3.11C Recognize the distinguishing features of familiar genres including stories, poems and informational text.</p> <p>Note: TAKS-3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions</p>	<p>Instructional Resources:</p> <p>Reading A-Z- Reading and Word Attack Strategies</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>2.6B compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot</p>	<p>TAKS-3.9F (see 2.6A)</p> <p>Note: TAKS-3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources</p> <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p> <p>Narrative Text Structure “Compare a Story” C.010 p. 32-34</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>2.13 Students are expected to identify the topic and explain the author's purpose in writing the text.</p>	<p>TAKS-3.9F (see 2.6A)</p>	<p>Instructional Resources:</p> <p>Reading A-Z- Reading and Word Attack Strategies</p>	<p>Learning Centers/Stations Resources:</p>

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<p>2.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>2.14B locate the facts that are clearly stated in a text;</p>	<p>TAKS-3.9F (see 2.6A)</p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p> <p>Expository Text Structure -“ Just the Facts” C.012 p. 38-40</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:</p> <p>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>
<p><i>2.2 Reading/Beginning Reading Skills/Phonics. 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> <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:</p> <p>See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>

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Writing			
<p>2.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>2.17A, 2.17B, 2.17C, 2.17D, 2.17E The Writing Process TEKS</p>	<p>The Writing Process: This should be an ongoing process during every bundle in which students are actively involved in the entire writing process. Students should be working through the process individually with the goal of periodically completing and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</p>	<p>Instructional Resources:</p> <p>See Bundle 1, Bundle 2, and Bundle 3 for resources</p>	<p>Learning Centers/Stations Resources:</p>
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><i>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></p> <p><i>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</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 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>

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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.