


2nd Grade Language Arts Curriculum Bundle # 11

Title		Suggested Dates
Poetry		April 19 – May 7 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Poetry gives us an avenue of self-expression, and allows us to play with words.	<p>How can I express my feelings through poetry?</p> <p>What message do I want to tell through my poetry?</p> <p>How do context clues help me understand multiple-meaning words?</p>

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:		
<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>2.2G (ELA) identify and read at least 300 high-frequency words from a commonly used list</p>	<p>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.</p>	<p>See High Frequency Word Lists</p>
<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23C (ELA) spell high-frequency words from a commonly used list</p>	<p>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.</p>	<p>See High Frequency Word Lists</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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Reading:			
<p>2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>2.5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning</p>			
<p>2.7 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>2.7 Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>	<p>TAKS-3.9F (see 2.6A)</p>	<p>Instructional Resources:</p> <p>Giggle Poetry</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>2.11 Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p>	<p><i>go the extra mile, aim high, go fly a kite</i></p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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2.16C identify various written conventions for using digital media (e.g., e-mail, website, video game).			
Reading- Phonics			
<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>
<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: See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
Writing:			
<p>2.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>2.18B write short poems that convey sensory details.</p>	<p>TAKS NOTE: Write to entertain such as to compose humorous poems or short stories (4-8).</p>	<p>Instructional Resources: Poems</p>	<p>Learning Centers/Stations Resources:</p>

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<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>
<p>Oral and Written Conventions-Spelling</p>			
<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.