

2nd Grade Language Arts Curriculum Bundle # 2

Title	Suggested Dates
Beginning Reading and Writing Strategies/Memoirs	Sept. 14- Oct. 2 14 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Strategies help us become effective readers and writers. Memories can be assessed and preserved by effective writers.	What stories can I tell about myself? In reading and writing, what do I do when I get stuck?

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>2.3 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</p>		<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3 Expository Text Structure -“ Just the Facts” C.012 p. 38-40</p>	<p>Learning Centers/Stations Resources:</p>
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:</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></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,</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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2.2G, 2.2H, 2.2I, 2.2J			
<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 <i>or orthographic rules in Spanish.</i> Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>2.2C decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p>	<p>Play with word families that have common spelling patterns, like “might,” “night,” and “fight” or “fan,” “tan,” and “pan.”</p>	<p>Instructional Resources:</p> <p>Reading A-Z book “Dan the Tan Man” "Dan the Tan Man" book on ReadingA-Z and accompanying phonics lesson and word cards activity</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 <i>or orthographic rules in Spanish.</i> Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>2.2H monitor accuracy of decoding;</p>			
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 plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<ul style="list-style-type: none"> • graphic organizers 	<p>Instructional Resources:</p> <p>Reading A-Z graphic organizers, particularly “Web Wheel”</p> <p>Writing Planning Chart</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>2.17B develop drafts by sequencing ideas through writing sentences</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Writing Resources</p>	<p>Learning Centers/Stations Resources:</p>
<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>2.17C revise drafts by adding or deleting words, phrases, or sentences;</p>	<ul style="list-style-type: none"> • teacher model • peer edit • self edit • TAKS NOTE: Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8). 	<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/combiningstencesusingandnbut.doc Writing Resources-Combining Sentences</p>	<p>Learning Centers/Stations Resources:</p>
<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>2.19A write brief compositions about topics of interest to the student;</p>	<ul style="list-style-type: none"> • memoirs • personal narratives 	<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/JournalPrompts.doc Writing Resources-Journal Prompts</p>	
Oral and Written Conventions:			
<p>2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.21A understand and use the following parts of speech in the context of reading, writing, and speaking:</p>			

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<p>2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.21A(i) verbs (past, present, and future); <i>regular and irregular verbs (past, present, and future in the indicative mode);</i></p>		<p>(Suggested book titles)</p> <p><u>Kites Sail High</u>, by Ruth Heller</p> <p><u>To Root, to Toot, to Parachute: What is a Verb?</u> by Brian P. Cleary</p>	
<p>2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.21A(ii) nouns (singular/plural, common/proper); <i>nouns (singular/plural, common/proper);</i></p>		<p>(Suggested book titles)</p> <p><u>Merry-go-Round</u>, by Ruth Heller</p> <p><u>A Mink, a Fink, a Skating Rink: What is a Noun?</u> By Brian P. Cleary</p>	
<p>2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.21A(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the <i>Spanish--descriptive: viejo, maravilloso</i>);</p>	<ul style="list-style-type: none"> • TAKS NOTE: Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8). 	<p>Instructional Resources:</p> <p>(Suggested book title)</p> <p><u>Many Luscious Lollipops</u>, by Ruth Heller</p> <p><u>Hairy, Scary, Ordinary: What is an Adjective?</u> by Brian P. Cleary</p>	<p>Learning Centers/Stations Resources:</p>

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<p>2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>2.21C distinguish among declarative and interrogative sentences.</p>		<p>Instructional Resources:</p> <p>BrainPOP movie about the different types of sentences</p> <p>Sentence Structure lesson with accompanying worksheets</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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Listening and Speaking:		
<p>2.29 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</p> <p>2.29 Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/ActiveListening.doc Listening and Speaking Resources-Active Listening</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/QuestionsandComments.doc Listening and Speaking Resources-Questions and Comments</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade1/documents/LanguageRegisters.pdf Listening and Speaking Resources-Language Registers</p>

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.