


2nd Grade Language Arts Curriculum Bundle # 3

Title		Suggested Dates
Comparing Characters and Story Elements		Oct. 5 - Oct. 23 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Analyzing characters help us learn more about ourselves and others. Effective writers engage the reader and provoke thought, evoke emotion, and stimulate response.	How do characters help me understand the story? How are characters like and different from me?

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>Go to activities for 2.5 “Word Wall Chants” http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm</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> <p>For Spanish reference to: http://en.wiktionary.org/wik/wiktionary</p>

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Reading:			
<p>2.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>2.9A describe similarities and differences in the plots and settings of several works by the same author</p>	<p>TAKS-3.9F (see 2.6A) Note: TAKS-3.9C Retell (or act out the order of) important events in stories. Note: TAKS-3.9H Produce summaries of text selections Note: TAKS-3.11I Identify the importance of the setting to a story's meaning Note: TAKS-3.11J Recognize the story problem(s) or plot Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p>Before any read aloud, point out the title, author, and illustrator.</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf Narrative Text Structure -“Retell Ring” C.008 p. 27-29</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade5/documents/InteractiveReadaloud.pdf Reading Resources-Interactive Read-Aloud</p> <p>www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm</p>	<p>Learning Centers/Stations Resources:</p>
<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>2.14A identify the main idea in a text and distinguish it from the topic;</p> <p>2.14D use text features (e.g., table of contents, index, headings) to locate specific information in text.</p>	<p>TAKS-3.9F (see 2.6A) 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 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf Narrative Text Structure -“Character Characteristics” C.001 p. 1-5</p> <p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf</p>	<p>Learning Centers/Stations Resources:</p>

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		Expository Text Structure -“ Keys to Main Idea” C.013 p. 42-49	
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></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>

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<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>2.2E identify and read abbreviations (e.g., Mr., Ave.);</p>		<p>Instructional Resources:</p> <p>Make an Abbreviations Book http://www.education.com/activity/article/Make_Abbreviation_Book/</p>	
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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>2.18A write brief stories that include a beginning, middle, and end; and</p>	<p>TAKS NOTE: Write to entertain such as to compose humorous poems or short stories (4-8).</p>	<p>Instructional Resources:</p> <p>LESSON THREE: Developing Writing with a Beginning, Middle, and End http://dese.mo.gov/divimprove/curriculum/ModelCurriculum/Polacco/lesson_three_edited.doc</p> <p>Beginning, Middle, Ending – pg. 1 http://www.region15.org/curriculum/NARRATIVE_WRITING-Landscape.pdf</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>2.17D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p>	<p>TAKS NOTE: Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).</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>

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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>2.22B use capitalization for:</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/WhoLettheCapsOut.doc Writing Resources-Who Let the Caps Out</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/EditingforC.U.P.S.doc Writing Resources-Editing for CUPS</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>2.22B(i) proper nouns;</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>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>2.22B(ii) months and days of the week; and</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). 		

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<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(iii) recognize and use punctuation marks, including apostrophes and possessives.</p>			
<p><i>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:</i></p> <p><i>2.22E identify, read, and write abbreviations (e.g., Srta., Dr.).</i></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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Station s 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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Station s 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.