





2nd Grade Language Arts Curriculum Bundle # 3

Title	   	Suggested Dates
Comparing Characters and Story Elements	TEKS FAQs	Oct. 4 – Oct. 22 (14 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)	
		Instructional Resources:	Learning Centers/Stations Resources:
High Frequency (Fry Words) for Reading and Spelling (ELA only):			
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 Go to activities for 2.5 “Word Wall Chants” http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm Journeys Connection: Lesson 6 Lesson 7 Lesson 8	
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 For Spanish reference to: http://en.wiktionary.org/wik/wiktionary Journeys Connection:	

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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		Instructional Resources:	Learning Centers/Stations Resources:
		Lesson 6 Lesson 7 Lesson 8	
Reading:		<u>FCRR search tool</u>	
<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>2.9B describe main characters in works of fiction, including their traits, motivations, and feelings.</p>		<p>Instructional Resources:</p> <p>Before any read aloud, point out the title, author, and illustrator.</p> <p>FCRR: <u>Retell Ring” C.008</u></p> <p><u>http://www.pflugervilleisd.net/curriculum/ela/grade5/documents/InteractiveReadaloud.pdf</u> Reading Resources-Interactive Read-Aloud</p> <p><u>www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm</u></p> <p>Journeys Connection: Unit 2 Lesson 9 Unit 4 Lesson 16 and 18 Unit 6 Lesson 26</p> <p>Comprehensive Language and Literacy Guide (CLLG) Lesson 9 Lesson 16 and 18 Lesson 26</p>	<p>Learning Centers/Stations Resources:</p>

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		Instructional Resources:	Learning Centers/Stations Resources:
		<i>Senders Connection:</i> <i>Unit 2 Lesson 9</i> <i>Unit 4 Lesson 16 and 18</i> <i>Unit 6 Lesson 26</i> BrainPOP Jr. Reading and Writing-Story Elements	
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: 2.14A identify the main idea in a text and distinguish it from the topic;		Instructional Resources: FCRR: Narrative Text Structure – “Character Characteristics” C.001 Expository Text Structure- “Keys to Main Idea” C.013 Harcourt Health book connections: Chap. 3-Keeping Fit and Active Chap. 7- Staying Safe activity book resources	Learning Centers/Stations Resources:
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: 2.14D use text features (e.g., table of contents, index, headings) to locate specific information in text.			
Reading- Phonics			
	ELA:	Journeys Connection:	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>ELA specific: 2.2 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>2.2C decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p> <p>2.2B(i) use common syllabication patterns to decode words including: closed syllable (CVC) (e.g., pic-nic, mon-ster);</p> <p>2.2A(iii) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including: consonant digraphs (e.g., ng, ck, ph);</p>	<ul style="list-style-type: none"> • Common Final Blends nd, ng, nk, nt, ft, xt, mp • Double Consonants and ck • Double Consonants (CVC) <p>Consonant Digraphs th, sh, wh, ch, tch, ph</p> <ul style="list-style-type: none"> • Base Words and Endings -s, -ed, -ing 	<p>Lesson 6 Lesson 7 Lesson 8</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</p> <p>FCRR: Phonics-Letter-Sound Correspondence “Digraph and Diphthong Dash” F.002</p>	
<p>SLA specific: 2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	<ul style="list-style-type: none"> • <i>Sílabas abiertas con ll,y</i> • <i>Sílabas abiertas con g suave</i> • <i>Sílabas abiertas con el sonido fuerte de g, j, x</i> • <i>Palabras base terminaciones verbales</i> 	<p><i>Senderos Connection:</i> Lesson 6 Lesson 7 Lesson 8</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p><i>2.2 A decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including:</i></p> <p><i>2.2A(i) open syllable (CV) (e.g., la/la-ta; to/to-ma,);</i></p> <p><i>2.2C decode words with silent "h" with increasing accuracy;</i></p> <p><i>2.2B use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);</i></p> <p><i>2.2E decode words that have same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);</i></p> <p><i>2.2H identify the stressed syllable (sílabo tónica);</i></p>			
Metacognitive Reading Comprehension Skills (Figure 19)			
<p>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</p>	<p>Question Stems:</p>		

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		Instructional Resources:	Learning Centers/Stations Resources:
depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (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.	Question Stems:		
Writing:			
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: 2.18A write brief stories that include a beginning, middle, and end; and		Instructional Resources: LESSON THREE: Developing Writing with a Beginning, Middle, and End http://dese.mo.gov/divimprove/curriculum/ModelCurriculum/Polacco/lesson_three_edited.doc Beginning, Middle, Ending – pg. 1 http://www.region15.org/curriculum/NARRATIVE_WRITING-Landscape.pdf Journeys Connection: Unit 4 Lesson 16 and 18	Learning Centers/Stations Resources:

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		Instructional Resources:	Learning Centers/Stations Resources:
<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>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>
Oral and Written Conventions:			
<p>ELA specific:</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(i) verbs (past, present, and future);</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>Journeys Connection Unit 2 Lesson 8, 9, 10 Unit 5 Lesson 23, 24, 25</p> <p>BrainPOP Jr. Reading and Writing-Sentences-tenses</p>	
<p><i>SLA specific:</i></p> <p><i>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:</i></p>			

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>2.21A(i) <i>regular and irregular verbs (past, present, and future in the indicative mode);</i></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>2.22E <i>identify, read, and write abbreviations (e.g., Srta., Dr.).</i></p>			
Oral and Written Conventions-Spelling			
<p>ELA specific: 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>SLA specific:</i> <i>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></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>