

Second Grade Language Arts Curriculum Bundle # 4

Title	   	Suggested Dates
Order Our Thoughts/Letter Writing	TEKS FAQs	Oct. 25 – Nov. 12 (14.5 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Sequence of events helps us understand and make sense of what we read and write. Effective writers write to communicate.	Why is knowing the order of a story important? How can I connect with my audience?

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 Journeys Connection: Lesson 9 Lesson 10 Lesson 11	
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 Journeys Connection: Lesson 9 Lesson 10	

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Red- *specificities*

Green-*Spanish only TEKS statements & specificities*

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		Instructional Resources:	Learning Centers/Stations Resources:
		Lesson 11	
Reading:		<u>FCRR search tool</u>	
<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>2.14C describe the order of events or ideas in a text</p>		<p>Instructional Resources:</p> <p>Journeys Connection: Unit 1 Lesson 2 and 4 Unit 3 Lesson 11 Unit 4 Lesson 17 Unit 5 Lesson 25</p> <p>Comprehensive Language and Literacy Guide (CLLG) Lesson 2 and 4 Lesson 11 Lesson 17 Lesson 25</p> <p><i>Senderos Connection: Unit 1 Lesson 2 and 4 Unit 3 Lesson 11 Unit 4 Lesson 17 Unit 5 Lesson 25</i></p> <p>FCRR: Expository Text Structure <u>“ Just the Facts” C.012</u></p> <p>Reading A-Z- Timeline graphic organizer <u>http://www.readinga-</u></p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
		z.com/more/graphic_org.html BrainPOP Jr. Reading and Writing Comprehension-sequence Harcourt Health & Fitness –CSH Chap. 1-Your Growing Body (TE, p. 2A) Chap. 6- Avoiding Danger (TE, p. 106A) activity book resources	
2.15 Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to: 2.15A follow written multi-step directions		Instructional Resources:	Learning Centers/Stations Resources:
Reading- Phonics			
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: 2.2B(iv) use common syllabication patterns to decode words including: vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape); 2.2B(ii) use common syllabication patterns to decode words including: open syllable (CV)	ELA: <ul style="list-style-type: none"> • Base Words and Endings -ed, -ing • CV Syllable Pattern • Contractions • Base Words and Endings -s, -es 	Journeys Connection: Lesson 9 Lesson 10 Lesson 11 See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus Florida Center for Reading Research: Activities Grade 2-3	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>(e.g., ti-ger);</p> <p>2.2F identify and read contractions (e.g., haven't, it's);</p> <p>2.2C decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</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>2.2E identify and read abbreviations (e.g., Mr., Ave.);</p>		<p>Make an Abbreviations Book http://www.education.com/activity/article/Make_Abbreviation_Book/</p> <p>Journeys Connection Unit 3 Lesson 15</p>	
<p><i>SLA specific:</i></p> <p><i>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:</i></p> <p><i>2.2A decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures</i></p>	<ul style="list-style-type: none"> • <i>Sílabas abiertas con z, c, s</i> • <i>Sílabas abiertas con r inicial</i> • <i>Sílabas abiertas con r media y rr</i> 	<p><i>Senderos Connection:</i> <i>Lesson 9</i> <i>Lesson 10</i> <i>Lesson 11</i></p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p><i>including:</i> 2. A(i) open syllable (CV) (e.g., la/la-ta; to/to-ma,);</p> <p>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);</p> <p>2.2H identify the stressed syllable (sílabo tónica);</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 depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p>	<p>Question Stems:</p>		
<p>(B) ask literal questions of text;</p>	<p>Question Stems:</p>		

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		Instructional Resources:	Learning Centers/Stations Resources:
Writing:			
<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>2.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);</p>		<p>Instructional Resources:</p> <p>BrainPOP Jr. Reading and Writing Writing-sending a letter</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc</p> <p>Writing Resources-Friendly Letter Song</p> <p>Journeys Connection: Unit 1 Lesson 2 Unit 2 Lesson 10 Unit 3 Lesson 11</p> <p><i>Senders Connection: Unit 1 Lesson 2 Unit 2 Lesson 10 Unit 3 Lesson 11</i></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>2.17A, 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>

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>2.20 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>2.20 Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</p>	<p>Students can write letters to local community government and school leaders about laws and rules that they feel would benefit the local community and school.</p>	<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm various activities from Writing 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(vii) time-order transition words; <i>pronouns (e.g., él, su); and</i></p>		<p>Instructional Resources:</p> <p>Brain Pop- Writing in Sequence http://www.brainpop.com/english/writing/writinginsequence/</p>	<p>Learning Centers/Stations Resources:</p>
<p>SLA 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(viii) time-order transition words; <i>(Spanish only)</i></p>			

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		Instructional Resources:	Learning Centers/Stations Resources:
<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 (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the <i>Span--descriptive: viejo, maravilloso</i>);</p>		<p>Instructional Resources:</p> <p>(Suggested book title) <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>Journeys Connection Unit 5 Lesson 21, 22</p>	<p>Learning Centers/Stations Resources:</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 use capitalization for: 2.22B(iii) the salutation and closing of a letter;</p>		<p>Brain Pop Jr.-Sending a Letter http://www.brainpopjr.com/writing/communication/sendingaletter/</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc Writing Resources-Friendly Letter Song</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>2.22C(i) recognize and use punctuation marks, including ending punctuation in sentences;</p>		<p>Instructional Resources:</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/EditingforC.U.P.S.doc</p> <p>Writing Resources- Editing for Cups</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>ELA specific: 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: 2.22B(ii) months and days of the week; and</p>			<p>Learning Centers/Stations Resources:</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><i>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.</i></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><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><i>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.</i></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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