

## Second Grade Language Arts Curriculum Bundle # 4

Title	Suggested Dates
Order Our Thoughts/Letter Writing	Oct26 – Nov13 14 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)
<b>High Frequency (Fry Words) for Reading and Spelling:</b>		
<p><b>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:</b></p> <p>2.2G (ELA) identify and read at least 300 high-frequency words from a commonly used list</p>	<p><i>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.</i></p>	<p><a href="#">See High Frequency Word Lists</a></p>
<p><b>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>2.23C (ELA) spell high-frequency words from a commonly used list</p>	<p><i>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.</i></p>	<p><a href="#">See High Frequency Word Lists</a></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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<b>Reading:</b>			
<p><b>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:</b></p> <p>2.14C describe the order of events or ideas in a text</p>	<p><b>TAKS-3.9F (see 2.6A)</b></p>	<p>Instructional Resources:</p> <p><a href="#">Florida Center for Reading Research:</a> Activities Grade 2-3 Expository Text Structure -“ Just the Facts” C.012 p. 38-40</p> <p>Reading A-Z- Timeline graphic organizer <a href="http://www.readinga-z.com/more/graphic_org.html">http://www.readinga-z.com/more/graphic_org.html</a></p>	
<p><b>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:</b></p> <p>2.15A follow written multi-step directions</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<b>Reading- Phonics</b>			
<p><b>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:</b></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><b>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.</b></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Florida Center for Reading Research:</a> 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><b><i>2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological</i></b></p>	<p><b>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</b></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>

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<p><i>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>appropriate pace.</p>		
<b>Writing:</b>			
<p><b>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:</b></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>Brain Pop Jr.-Sending a Letter  <a href="http://www.brainpopjr.com/writing/communication/sendingaletter/">http://www.brainpopjr.com/writing/communication/sendingaletter/</a></p> <p><a href="http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc">http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc</a></p> <p>Writing Resources-Friendly Letter Song</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p><b>2.17A, 2.17B, 2.17C, 2.17D, 2.17E</b>  <b>The Writing Process TEKS</b></p>	<p><b>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.</b></p>	<p>Instructional Resources:</p> <p>See <b><a href="#">Bundle 1</a>, <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a></b> for resources</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>2.20 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</b></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><b>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.</b></p>	<p>Instructional Resources:</p> <p><a href="http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm">http://www.pflugervilleisd.net/curriculum/ela/grade2/index.cfm</a>  various activities from Writing Resources</p>	

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Oral and Written Conventions:			
<p><b>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:</b></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  <a href="http://www.brainpop.com/english/writing/writinginsequence/">http://www.brainpop.com/english/writing/writinginsequence/</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p>2.21A(viii) time-order transition words; <i>(Spanish only)</i></p>			
<p><b>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:</b></p> <p>2.22B(iii) the salutation and closing of a letter;</p>	<ul style="list-style-type: none"> <li>• <b>TAKS NOTE:</b> 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).</li> </ul>	<p>Brain Pop Jr.-Sending a Letter  <a href="http://www.brainpopjr.com/writing/communication/sendingaletter/">http://www.brainpopjr.com/writing/communication/sendingaletter/</a></p> <p><a href="http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc">http://www.pflugervilleisd.net/curriculum/ela/grade2/documents/FriendlyLetterSong.doc</a>                      Writing Resources-Friendly Letter Song</p>	

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Oral and Written Conventions-Spelling			
<p><b>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></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 <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b><i>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></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 <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</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.