



Second Grade Curriculum Bundle # 5

Title	   	Suggested Dates
Comparing Folktales		Nov. 15 – Dec. 3 (12 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Comparing similar literature teaches us how stories are alike and different. Analyzing the author’s purpose gives us better understanding of the author’s background and expertise.	How does learning about an author help me improve my reading and writing? What connection can I make when comparing stories?

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 12 Lesson 13	
2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 2.23C (ELA) spell high-frequency words from	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 12	

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		Instructional Resources:	Learning Centers/Stations Resources:
a commonly used list		Lesson 13	
Reading:		<u>FCRR search tool</u>	
<p>2.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>2.6B compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</p>	<p>Examples include: <u>Cinderella</u>, <u>Adelita: A Mexican Cinderella Story</u>, and <u>The Rough-Faced Girl</u>.</p>	<p>Instructional Resources:</p> <p>Journeys Connection: Unit 5 Lesson 24</p> <p>Comprehensive Language and Literacy Guide (CLLG) Lesson 24</p> <p><i>Senderos Connection:</i> <i>Unit 5 Lesson 24</i></p> <p>FCRR: Narrative Text Structure <u>“ Compare-a-Character” C.002</u></p> <p>Character and Story Graphic Organizers http://www.educationoasis.com/curriculum/GO/character_story.htm</p> <p><u>BrainPOP Jr. Reading and Writing Comprehension-make inferences</u></p>	<p>Learning Centers/Stations Resources:</p>
<p>2.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>		<p>Instructional Resources:</p> <p>Author’s Purpose Graphic Organizer – pg. 6 http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_be_spractices_vocabulary_sr_allgo.pdf</p>	<p>Learning Centers/Stations Resources:</p>

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		Instructional Resources:	Learning Centers/Stations Resources:
2.13 Students are expected to: identify the topic and explain the author's purpose in writing the text.			
<p>2.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>2.16A recognize different purposes of media (e.g., informational, entertainment)</p>		Instructional Resources:	Learning Centers/Stations Resources:
Reading- Phonics			
<p>ELA specific:</p> <p>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>2.2A(iv) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including: vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);</p>	<p>ELA:</p> <ul style="list-style-type: none"> • Vowel Digraphs ai, ay • Vowel Digraphs ee, ea 	<p>Journeys Connection: Lesson 12 Lesson 13</p> <p>See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p> <p>FCRR: Phonics-Letter-Sound Correspondence “Digraph and Diphthong Dash” F.002</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p><i>SLA specific:</i> <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 including:</i> <i>2.2A(ii) closed syllable (CVC) (e.g., mes, sol);</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>	<ul style="list-style-type: none"> • <i>Sílabas cerradas con r,s, z, x</i> • <i>Revisar el modelo CVC</i> • <i>Sílabas cerradas con l, m, n, d</i> • <i>Revisar el modelo VCV</i> 	<p><i>Senderos Connection:</i> <i>Lesson 12</i> <i>Lesson 13</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</p>	<p>Question Stems:</p>		

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>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>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>			
<p>(D) make inferences about text using textual evidence to support understanding;</p>	<p>Question Stems:</p>		
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;</p>		<p>Instructional Resources:</p> <p>Writing Parts of a Story</p> <p>Journeys Connections Unit 6 Lesson 29</p> <p><i>Senderos Connections Unit 6 Lesson 29</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</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>See Bundle 1, Bundle 2, and Bundle 3 for resources</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
The Writing Process TEKS			
Oral and Written Conventions:			
<p>ELA specific: 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 (vi) pronouns (e.g., he, him);</p>		<p>Journeys Connection Unit 4 Lesson 16</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(iii) recognize and use punctuation marks, including apostrophes and possessives.</p>		<p>Journeys Connection Unit 4 Lesson 19 Unit 6 Lesson 28, 29</p>	
Oral and Written Conventions-Spelling			

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		Instructional Resources:	Learning Centers/Stations Resources:
<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>
SLA Only			
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>2.21 A understand and use the following parts of speech in the context of reading, writing, and speaking (vii) <i>pronouns (e.g., el, su)</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, 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>

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