


## Second Grade Curriculum Bundle # 5

| Title                           |  | Suggested Dates                           |
|---------------------------------|---|---|
| Comparing Folktales and Legends |   | Nov. 16 – Dec. 4<br>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?<br>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<br>(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>On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate.<br/>Words are listed in order of frequency in the English language.</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>On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate.<br/>Words are listed in order of frequency in the English language.</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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| Reading:  |  |   |   |
|---|--|---|---|
| <p><b>2.6 Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>TAKS-3.9F (see 2.6A)</b><br/> <b>Note: TAKS-3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources</b></p> <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</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>Florida Center for Reading Research: Activities Grade 2-3<br/> <a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf</a><br/>           Narrative Text Structure -“ Compare-a-Character” C.002 p. 4-7</p> <p>Character and Story Graphic Organizers<br/> <a href="http://www.educationoasis.com/curriculum/GO/character_story.htm">http://www.educationoasis.com/curriculum/GO/character_story.htm</a></p> | <p>Learning Centers/Stations Resources:</p> |
| <p><b>2.13 Reading/Comprehension of Informational Text/Culture and History.</b> 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>2.13 Students are expected to: identify the topic and explain the author's purpose in writing the text.</p>  | <p><b>TAKS-3.9F (see 2.6A)</b></p>   | <p>Instructional Resources:</p> <p>Author’s Purpose Graphic Organizer – pg. 6<br/> <a href="http://www2.scholastic.com/content/collateral/resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf">http://www2.scholastic.com/content/collateral/resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf</a></p>  | <p>Learning Centers/Stations Resources:</p> |
| <p><b>2.16 Reading/Media Literacy.</b> 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>  |  | <p>Instructional Resources:</p>   | <p>Learning Centers/Stations Resources:</p> |

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| Reading- Phonics  |   |  |   |
|---|---|--|---|
| <p><b>2.2 Reading/Beginning Reading Skills/Phonics.</b> 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)<br/>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:</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><br/>Activities Grade 2-3<br/>Phonics-Letter-Sound Correspondence<br/>“Digraph and Diphthong Dash” F.002 p.5-8</p> | <p>Learning Centers/Stations Resources:</p> |
| <p><b>2.2 Reading/Beginning Reading Skills/Phonics.</b> <i>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:</p> <p>See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>   | <p>Learning Centers/Stations Resources:</p> |
| Writing:  |   |  |   |
| <p><b>2.18 Writing/Literary Texts.</b> 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><b>TAKS NOTE:</b> Write to entertain such as to compose humorous poems or short stories (4-8).</p>   | <p>Instructional Resources:</p> <p><a href="#">Writing Parts of a Story</a></p>  | <p>Learning Centers/Stations Resources:</p> |

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|   |   |   |   |
|---|---|---|---|
| <p><b>2.17 Writing/Writing Process.</b><br/>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<br/>The Writing Process TEKS</p>   | <p><b>The Writing Process:</b> 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 <a href="#">Bundle 1</a>, <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p> |   |
| <p><b>Oral and Written Conventions:</b></p>   |   |   |   |
| <p><b>2.21 Oral and Written Conventions/Conventions.</b> 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(v) prepositions and prepositional phrases;<br/><i>prepositions and prepositional phrases;</i></p> | <p><b>TAKS NOTE:</b> Use prepositional phrases to elaborate written ideas (4-8).</p>  | <p>Instructional Resources:</p>   | <p>Learning Centers/Stations Resources:</p> |
| <p><b>2.21 Oral and Written Conventions/Conventions.</b> 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(vi) pronouns (e.g., he, him);<br/><i>2.21 A (vii) pronouns (e.g., el, su)</i></p>                 | <p><b>TAKS NOTE:</b> Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).</p>  |   |   |

## Second Grade Curriculum Bundle # 5

| 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.

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