


## 2<sup>nd</sup> Grade Language Arts Curriculum Bundle # 7

Title		Suggested Dates
Gathering and Organizing Information/Beginning Research		Jan. 5- Jan. 29 16 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Research gives us a deeper understanding of a chosen topic. Using various tools helps us gather and organize our newfound information.	How can I gather and organize information? What tools can I use to find information?

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><b>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.</b></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><b>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.</b></p>	<p><a href="#">See High Frequency Word Lists</a></p>

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Reading:			
<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>2.14B locate the facts that are clearly stated in a text</p>	<p><b>TAKS-3.9F (see 2.6A)</b></p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3  <a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf</a>                      Expository Text Structure -“ Just the Facts” C.012 p. 38-40</p>	<p>Learning Centers/Stations Resources:</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>2.15B use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p>	<p><b>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</b></p>	<p>Instructional Resources:</p> <p><a href="#">Graphic Organizers website</a>   <a href="#">ReadingA-Z graphic organizers</a></p>	<p>Learning Centers/Stations Resources:</p>
Reading- Phonics			
<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>

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<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: See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>Writing:</b></p>			
<p><b>2.17 Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>2.17A, 2.17B, 2.17C, 2.17D, 2.17E</b> <b>The Writing Process TEKS</b></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 <a href="#">Bundle 1</a>, <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p> <p>Writing Resources- <a href="#">Author's Chair</a></p>	
<p><b>Oral and Written Conventions-Spelling</b></p>			
<p><b>2.23 Oral and Written Conventions/Spelling.</b> 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: See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>2.23 Oral and Written Conventions/Spelling.</b> <i>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,</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: See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>

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<i>2.23D</i>		
<b>Research:</b>		
<p><b>2.24 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>2.24A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p>		<p>Instructional Resources:</p> <p>Reading Resources-<a href="#">KWL</a></p> <p><a href="#">Florida Center for Reading Research</a>: Activities Grade 2-3</p> <p>Expository Text Structure -“ Reading the Research” C.017 p. 50-52</p> <p><a href="#">Super3 Research Materials</a></p> <p><a href="#">Super3 Research Process</a></p> <p><a href="#">Thinking Web</a></p>
<p><b>2.24 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>2.24B decide what sources of information might be relevant to answer these questions.</p>		<p>Instructional Resources:</p> <p><a href="#">Florida Center for Reading Research: Activities</a> Grade 2-3</p> <p>Expository Text Structure -“ Reading the Research” C.017 p. 50-52</p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p> <p><a href="#">What do I need?</a></p> <p><a href="#">What will I use?</a></p>
<p><b>2.25 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>2.25A gather evidence from available sources (natural and personal) as well as</p>	<p><b>* The Big 6-continue throughout the research process</b></p>	<p>Instructional Resources:</p> <p><a href="#">The Big 6</a>; Grades PK-2</p> <p>various activities from the Big 6</p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p>

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<p>from interviews with local experts;</p>		<p><a href="#">Thinking Web</a></p>
<p><b>2.25 Research/Gathering Sources.</b>  <b>Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</b>  <b>Students are expected to:</b></p> <p>2.25B use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information</p>		<p>Instructional Resources:</p> <p><a href="#">Florida Center for Reading Research</a>: Activities Grade 2-3</p> <p>Expository Text Structure -“ Book Look” C.011 p. 35-37</p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p>
<p><b>2.25 Research/Gathering Sources.</b>  <b>Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>2.25C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>		<p>Instructional Resources:</p> <p><a href="#">KWLS chart on ReadingA-Z</a></p> <p><a href="#">Note Manager chart on ReadingA-Z</a></p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super 3 Research Materials</a></p> <p><a href="#">Plan, Do, Review Worksheet</a></p>
<p><b>2.26 Research/Synthesizing Information.</b>  <b>Students clarify research questions and evaluate and synthesize collected information.</b></p> <p>2.26 Students are expected to revise the topic as a result of answers to initial research questions.</p>		<p>Instructional Resources:</p> <p>Writing Resources-<a href="#">Dino Research</a></p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p> <p><a href="#">What is my job?</a></p>

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<p><b>2.27 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.</b></p> <p>2.27 Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>		<p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Materials</a></p> <p><a href="#">Plan, Do, Review Worksheet 2</a></p>
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### 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.