

2nd Grade Language Arts Curriculum Bundle # 7

Title	Suggested Dates
Gathering and Organizing Information/Beginning Research <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> </div>	Jan. 4- Jan. 28 (19 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)	
		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 15 Lesson 16 Lesson 17
2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 2.23C (ELA) spell high-frequency words	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 15

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		Instructional Resources:	Learning Centers/Stations Resources:
from a commonly used list		Lesson 16 Lesson 17	
Reading:		FCCR search tool	
<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>2.14B locate the facts that are clearly stated in a text</p>		<p>Instructional Resources:</p> <p>Journeys Connection: Unit 3 Lesson 14 Unit 6 Lesson 27</p> <p>Comprehensive Language and Literacy Guide (CLLG) Lesson 14 Lesson 27</p> <p><i>Senderos Connection: Unit 3 Lesson 14 Unit 6 Lesson 27</i></p> <p>Optional:</p> <ul style="list-style-type: none"> • Famous American research (Soc. Studies connection) <p>FCRR: Expository Text Structure “Just the Facts” C.012</p>	<p>Learning Centers/Stations Resources:</p>

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>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:</p> <p>2.15B use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p>		<p>Instructional Resources:</p> <p>Graphic Organizers website</p> <p>ReadingA-Z graphic organizers</p>	<p>Learning Centers/Stations Resources:</p>
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>2.2C decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p> <p>2.2B(iv) use common syllabication patterns to decode words including: vowel-consonant-silent “e” words (VCe) (e.g., invite, cape);</p> <p>2.2A(i) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including: single letters (consonants and vowels);</p>	<p>ELA:</p> <ul style="list-style-type: none"> • Compound Words • Schwa Vowel Sound • Base Words and Endings -ed, -ing, • Long i (i, igh, ie, y) 	<p>Journeys Connection: Lesson 15 Lesson 16 Lesson 17</p> <p>See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p> <p>Florida Center for Reading Research: Activities Grade 2-3</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(iii) diphthongs (e.g., viernes, pie, fui);</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(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo)</i></p> <p><i>2.2C decode words with silent "h" with increasing accuracy;</i> <i>2.2B use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);</i></p> <p><i>2.2H identify the stressed syllable (sílabo tónica);</i></p>	<ul style="list-style-type: none"> • <i>Grupos de consonants con l</i> • <i>Revisar el modelo VCCV</i> • <i>La h muda</i> • <i>Diptongos con i: ia, ie, io</i> 	<p><i>Senderos Connection:</i> <i>Lesson 15</i> <i>Lesson 16</i> <i>Lesson 17</i></p>	
Metacognitive Reading Comprehension Skills (Figure 19)			

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		Instructional Resources:	Learning Centers/Stations Resources:
<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>		
Writing:			
<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>See Bundle 1, Bundle 2, and Bundle 3 for resources</p> <p>Writing Resources- Author’s Chair</p> <p>Writing Rubrics</p> <p>Journeys Connection: Unit 3 Lesson 14 Unit 5 Lesson 23 Unit 6 Lesson 27</p> <p><i>Senderos Connection: Unit 3 Lesson 14</i></p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
		<i>Unit 5 Lesson 23</i> <i>Unit 6 Lesson 27</i>	
<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>2.21B ELA use complete sentences with correct subject verb agreement; <i>2.21B SLA distinguish between among declarative, interrogative, exclamatory, and imperative sentences.</i></p> <p>2.21C distinguish among declarative and interrogative sentences.</p>		<p>Instructional Resources:</p> <p>http://www.brainpopjr.com/writing/ Types of Sentences</p> <p>Journeys Connection Unit 3 Lesson 11, 12</p> <p>BrainPOP movie about the different types of sentences</p> <p>Sentence Structure lesson with accompanying worksheets</p>	<p>Learning Centers/Stations Resources:</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(v) ELA prepositions and prepositional phrases;</p> <p><i>2.21A understand and use the following</i></p>		<p>Instructional Resources:</p> <p>Journeys Connection Unit 6 Lesson 30</p>	<p>Learning Centers/Stations Resources:</p>

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		Instructional Resources:	Learning Centers/Stations Resources:
<i>parts of speech in the context of reading, writing, and speaking (vi) SLA prepositions and prepositional phrases;</i>			
Oral and Written Conventions-Spelling			
2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 2.23A use phonological knowledge to match sounds to letters to construct unknown words 2.23B(i), 2.23B(ii), 2.23B(iii), 2.23B(iv)	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.	Instructional Resources: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus	Learning Centers/Stations Resources:
Research:			
2.24 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: 2.24A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and		Instructional Resources: Reading Resources- KWL Florida Center for Reading Research Activities Grade 2-3 Expository Text Structure “ Reading the Research” C.017 Super3 Research Materials Super3 Research Process Thinking Web BrainPOP Jr. Reading and Writing Writing-biography	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>2.24 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>2.24B decide what sources of information might be relevant to answer these questions.</p>		<p>Instructional Resources:</p> <p>Florida Center for Reading Research Activities Grade 2-3 Expository Text Structure “ Reading the Research” C.017</p> <p>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p> <p>What do I need?</p> <p>What will I use?</p>	
<p>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:</p> <p>2.25A gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>	<p><i>* The Big 6-continue throughout the research process</i></p>	<p>Instructional Resources:</p> <p>The Big 6; Grades PK-2</p> <p>various activities from the Big 6</p> <p>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p> <p>Thinking Web</p>	
<p>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.</p>		<p>Instructional Resources:</p> <p>Florida Center for Reading Research Activities Grade 2-3 Expository Text Structure “ Book Look” C.011</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>Students are expected to:</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>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p>	
<p>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:</p> <p>2.25C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>		<p>Instructional Resources:</p> <p>KWLS chart on ReadingA-Z</p> <p>Note Manager chart on ReadingA-Z</p> <p>Super3 Research Process (See campus librarian)</p> <p>Super 3 Research Materials</p> <p>Plan, Do, Review Worksheet</p>	
<p>2.26 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.</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-Dino Research</p> <p>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p> <p>What is my job?</p> <p>BrainPOP Jr. Reading and Writing Writing-book reports</p>	
<p>2.27 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the</p>		<p>Super3 Research Process (See campus librarian)</p> <p>Super3 Materials</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>purpose of the research and their audience.</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>Plan, Do, Review Worksheet 2</p>	
SLA only			
Oral and Written Conventions-Spelling			
<p><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>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>