

2nd Grade Language Arts Curriculum Bundle # 8



Title	Suggested Dates
Analyzing and Writing Research	Feb. 1 – Feb. 19 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Research gives us a deeper understanding of a chosen topic. Effective writers will use information gathered to create a finished research product.	How does research help me learn more about my topic? What does a finished research product look like?

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)
High Frequency (Fry Words) for Reading and Spelling:		
<p>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:</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. Words are listed in order of frequency in the English language.</p>	<p>See High Frequency Word Lists</p>
<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</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. Words are listed in order of frequency in the English language.</p>	<p>See High Frequency Word Lists</p>

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<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 2.23E spell simple contractions (e.g., isn't, aren't, can't); <i>spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);</i></p>		<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3</p> <p>Word Knowledge -“ Contraction Connection” V.002 p. 11-14</p>	
<p>Reading:</p>			
<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>2.16B describe techniques used to create media messages (e.g., sound, graphics); and</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Reading- Phonics</p>			
<p>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:</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><i>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.</i></p>	<p>Instructional Resources:</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 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>2.2 Reading/Beginning Reading Skills/Phonics. <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 Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
<p>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:</p> <p>2.2F identify and read contractions (e.g., haven't, it's);</p>			
<p>Writing</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 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>	

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Oral and Written Conventions:			
<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>2.22B(ii) months and days of the week</p>	<p>TAKS NOTE: 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).</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>2.22C(ii) recognize and use punctuation marks, including apostrophes and contractions; and</p>	<p>TAKS NOTE: 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).</p>	<p>Brain Pop Jr.-Sending a Letter</p> <p>Writing Resources- Friendly Letter Song</p> <p>Español: Read “Pedrin”</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 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>
<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>

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Research:		
<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>2.24A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p>		<p>McGraw-Hill Language Arts 2nd Grade: page 319</p> <p>Super3 Research Materials</p> <p>Super3 Research Process</p> <p>Thinking Web</p>
<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>Web Sources through Pflugerville Website:</p> <ul style="list-style-type: none"> • Nettekker • Renzulli Learning • BrainPop • Enchanted Learning • OneSearch • Encyclopedia Britannica • Ebsco • Maps101 • FactMonster • Libraries Online • Info Please • My Bookmarks • Connected Tech <p>United Streaming</p> <p>Super3 Research Materials</p> <p>Super 3 Research Process</p> <p>What do I need?</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>Including:</p> <ul style="list-style-type: none"> • Uses pictures, print, newspaper, Internet, technology, and informal interviews to gather information in response to self-, peer-, and teacher generated questions. • Uses developmentally appropriate web-based resources 	<p>Web Sources through Pflugerville Website:</p> <ul style="list-style-type: none"> • Nettekker • Renzulli Learning • BrainPop • Enchanted Learning • OneSearch • Encyclopedia Britannica

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<p>2.25A gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>	<ul style="list-style-type: none"> • The Big 6-continue throughout the research process 	<ul style="list-style-type: none"> • Ebsco • Maps101 • FactMonster • Libraries Online • Info Please • My Bookmarks • Connected Tech • United Streaming <p>Super3 Research Materials</p> <p>Super3 Research Process</p> <p>What is my job?</p> <p>What do I need?</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>	<ul style="list-style-type: none"> • The Big 6-continue throughout the research process 	<p>Kidspiration</p> <p>Super3 Research Materials</p> <p>Super3 Research Process</p> <p>Thinking Web</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>McGraw-Hill Language Arts 2nd Grade: page 319</p> <p>Super3 Research Materials</p> <p>What is my job?</p>
<p>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.</p>		<p>Thinking Web</p>

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2.27 Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.		
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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.