


2nd Grade Language Arts Curriculum Bundle # 9

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| Title |     | Suggested Dates |
| Plays/Reading Comprehension and Literary Elements | TEKS FAQs | Feb. 22 – March 11 (14 Instructional days) |

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| Big Idea/Enduring Understanding | Guiding Questions |
| Literary elements give us a better understanding of our reading. Plays and dramatizations promote dialogue, inflection, expression, and fluency. | How can I incorporate dialogue in my writing? How does punctuation help the reader better understand my sentences? |

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):

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| <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><i>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.</i></p> | <p>See High Frequency Word Lists</p> <p>Journeys Connection: Lesson 21 Lesson 22 Lesson 23</p> |
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Oral and Written Conventions

| | | |
|--|--|--|
| <p>ELA specific: 2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> | <p><i>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.</i></p> | <p>See High Frequency Word Lists</p> |
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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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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| 2.23C spell high-frequency words from a commonly used list | | | |
| Reading: | | FCCR search tool | |
| 2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | | | |
| <p>2.8 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>2.8 Students are expected to: identify the elements of dialogue and use them in informal plays.</p> | | <p>Instructional Resources:</p> <p>Reader’s Theatre Scripts and Plays http://www.teachingheart.net/readerstheater.htm http://www.aaronshp.com/rt/RTE.html http://www.busyteacherscafe.com/units/readers_theater.htm http://www.proteacher.com/070173.shtml</p> <p>Journey Connection Hiding in the Pond (book in Unit 2 Lesson 6)</p> <p><i>Senderos Connection</i> <i>Hiding in the Pond (book in Unit 2 Lesson 6)</i></p> | <p>Learning Centers/Stations Resources:</p> |
| <p>2.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> | | <p>Instructional Resources:</p> <p>FCRR: Narrative Text Structure “Character Characteristics” C.001</p> | <p>Learning Centers/Stations Resources:</p> |

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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| 2.9B describe main characters in works of fiction, including their traits, motivations, and feelings. | | | |
| <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>2.14A identify the main idea in a text and distinguish it from the topic;</p> | | <p>Instructional Resources:</p> <p>FCRR: Expository Text Structure “Keys to Main Idea” C.013</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>2.2B(v) use common syllabication patterns to decode words including: r-controlled vowels (e.g., per-fect, cor-ner).</p> <p>2.2D read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);</p> | <p>ELA:</p> <ul style="list-style-type: none"> • R-Controlled Vowel er • R-Controlled Vowels ir, ur • Base Words and Endings -er, -est • Suffixes -y, -ly, -ful • Final Stable Syllables -tion, -ture | <p>Journeys Connection: Lesson 21 Lesson 22 Lesson 23</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: |
| 2.2B(iii) use common syllabication patterns to decode words including: final stable syllable (e.g., sta-tion, tum-ble); | | | |
| <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>2.2 A decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including:</i> <i>2.2 A (iv) hiatus (e.g., fideo, poeta)</i></p> <p><i>2.2F read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso)</i></p> | <ul style="list-style-type: none"> • <i>Diptongos ai, ay</i> • <i>El hiato</i> • <i>Homófonos</i> • <i>Palabras base y las terminaciones -ísimo e -ísima</i> • <i>Sufijos -mente, -ido, -ida</i> • <i>Sílabas comunes -ción, -sión</i> | <p><i>Senderos Connection:</i> <i>Lesson 21</i> <i>Lesson 22</i> <i>Lesson 23</i></p> | |
| Metacognitive Reading Comprehension Skills (Figure 19) | | | |
| 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: | Question Stems: | <p><u>Harcourt Health book connections:</u> Chap. 10- Your Feelings Chap. 11- Your Family activity book resources</p> | |

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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| (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. | Question Stems: | | |
| Writing: | | | |
| 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: 2.17A, 2.17B, 2.17C, 2.17D, 2.17E The Writing Process TEKS | 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. | Instructional Resources: See Bundle 1 , Bundle 2 , and Bundle 3 for resources Writing Rubrics | Learning Centers/Stations Resources: |
| 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: 2.17E publish and share writing with others. | Author's Chair Add writing to classroom library. | Instructional Resources: | Learning Centers/Stations Resources: |

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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| | | | |
| Oral and Written Conventions-Spelling | | | |
| <p>ELA specific: 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>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23D spell base words with inflectional endings (e.g., -ing and -ed)</p> | | <p>Instructional Resources:</p> | <p>Learning Centers/Stations Resources:</p> |
| SLA only | | | |
| <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 or orthographic rules in Spanish. Students will continue to apply earlier standards</p> | | | |

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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| <p><i>with greater depth in increasingly more complex texts. Students are expected to:</i></p> <p><i>2.2F read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful); become familiar with words that use syllables que-, qui- as in queso and quito; gue-, gui- as in guiso and juguete; and güe-, güi- as in pinguino and agüita;</i></p> | | | |
| Oral and Written Conventions | | | |
| <p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p><i>2.23E spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);</i></p> | | | |
| <p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p><i>2.23F become familiar with words that have a prosodic or orthographic accent on the second-to last syllable (palabras graves) (e.g., casa, árbol);</i></p> | | | |
| Reading: | | | |
| <p>2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><i>2.5A use prefixes and suffixes to determine the meaning of words (e.g.</i></p> | | | |

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| | | Instructional Resources: | Learning Centers/Stations Resources: |
| <i>componer/descomponer; obedecer/desobedecer).</i> | | | |
| Oral and Written Conventions-Spelling | | | |
| 2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 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 | 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: |