


2nd Grade Language Arts Curriculum Bundle # 9

Title		Suggested Dates
Plays/Reading Comprehension and Literary Elements		February 22 – March 12 15 Instructional Days

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)
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>2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English <i>or orthographic rules in Spanish</i>. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>		

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 Red- specificities
 Green-Spanish only TEKS statements & specificities

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<p>2.2D read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful); <i>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 pingüino 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>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><u>See High Frequency Word Lists</u></p>
<p>2.23 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>2.23E <i>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>2.23F <i>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>2.5A use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow); <i>In Spanish, (e.g. componer/descomponer; obedecer/desobedecer).</i></p>		

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<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>TAKS-3.9F (see 2.6A) <i>Read with inflection and expression.</i></p>	<p>Instructional Resources:</p> <p>Reader’s Theatre Scripts and Plays http://www.teachingheart.net/readerstheater.htm</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>2.9B describe main characters in works of fiction, including their traits, motivations, and feelings.</p>	<p>TAKS-3.9F (see 2.6A)</p> <p><i>Note: TAKS-3.11H Analyze characters, including their traits, feelings, relationships, and changes</i> <i>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</i></p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf Narrative Text Structure -“ Character Characteristics” C.001 p. 1-5</p>	<p>Learning Centers/Stations Resources:</p>
<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>TAKS-3.9F (see 2.6A)</p> <p><i>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</i></p>	<p>Instructional Resources:</p> <p>Florida Center for Reading Research: Activities Grade 2-3 http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf Expository Text Structure -“ Keys to Main Idea” C.013 p. 42-49</p>	<p>Learning Centers/Stations Resources:</p>
Reading- Phonics			
<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><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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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>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>
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>Instructional Resources: See Bundle 1, Bundle 2, and Bundle 3 for resources</p>	<p>Learning Centers/Stations Resources:</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>2.17E publish and share writing with others.</p>	<p>Author's Chair Add writing to classroom library.</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>

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<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>
<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>

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.