

<b>Grade: 2<sup>nd</sup> Grade</b>			<b>Designated Six Weeks: 1<sup>st</sup> six weeks</b>		
<b>Unit: Texas Treasures/Tesoros Unit 1</b>			<b>Days to teach: 5 weeks of instruction and 1 week of review</b>		
<b>TEKS</b>	<b>Spanish TEKS</b>	<b>Assessment &amp; Specificity</b>	<b>Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<p><b>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>(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (i) single letters (consonants and vowels);</p>	<p>(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including: (C) decode words with silent “h” with increasing accuracy</p>	<p>Does it look right?</p>	<p>Consonant Vowel</p>	<p>Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words.</p> <p>Decodable books</p>	<ul style="list-style-type: none"> <li>• Treasures: Unit 1, TE107K-CC “Meet Rosina” 145D-CC “My Name is Yoon”</li> <li>• <u>Johnny Can Spell</u></li> <li>• Fountas and Pinnell</li> <li>• <u>Word Journeys</u></li> <li>• <u>Making Words</u></li> <li>• <u>Making Big Words</u></li> <li>• <u>Systematic Sequential Phonics They Use</u> by Cunningham</li> <li>• <a href="http://www.fcrr.org/curriculum/studentcenter/Activities23.shtm">http://www.fcrr.org/curriculum/studentcenter/Activities23.shtm</a></li> </ul>
<p>(A) (ii) consonant blends (e.g., thr, spl);</p>	<p>(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and</p>	<p>Can you blend these letter sounds together?</p>	<p>Consonants blend</p>	<p>Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words.</p> <p>Brainstorm list of words that go with the blend. Then allow students to make a flap book with blend on front and changing ending. (See enchanted learning site.)</p>	<ul style="list-style-type: none"> <li>• Treasures Unit 1:</li> <li>• TE S7-8, S19-20, 27F-I, 27T-U, 33C-D “David’s New Friends”, 35 C-D “Mr. Putter &amp; Tabby Pour the Tea”, 73F-G “Family Farm-Then and Now”</li> <li>• <u>Johnny Can Spell</u></li> <li>• Fountas and Pinnell</li> <li>• <u>Word Journeys</u></li> <li>• <u>Making Words</u></li> <li>• <u>Making Big Words</u></li> </ul>

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				Decodable books	<ul style="list-style-type: none"> <li>• <u>Systematic Sequential Phonics They Use</u> by Cunningham</li> <li>• TPRI Intervention Activities Guide page 169 9.6 &amp; 9.7 <a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3PA_2.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3PA_2.pdf</a></li> <li>• <a href="http://www.enchantedlearning.com/consonantblends">www.enchantedlearning.com/consonantblends</a></li> </ul>
(A) (iii) consonant digraphs (e.g., ng, ck, ph); and (B) use common syllabication patterns to decode words including:	(A)(vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro	In this word ___ makes the sound ___.	syllable	<p>Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words.</p> <p>Brainstorm list of words that go with the digraphs. Then allow students to make a flap book with digraph. (See enchanted learning site.)</p> <p>Decodable books</p>	<ul style="list-style-type: none"> <li>• Treasures: Unit 1:</li> <li>• 61F-G ,61T, 65C-D, “Mr. Putter &amp; Tabby Pour the Tea”, 73G “Farming-Then and Now”, 139G, 139U, “My Name is Yoon” 201G, 205D “Friends and Family”, practice book page 18</li> <li>• <u>Johnny Can Spell</u></li> <li>• Fountas and Pinnell</li> <li>• <u>Word Journeys</u></li> <li>• <u>Making Words</u></li> <li>• <u>Making Big Words</u></li> <li>• <u>Systematic Sequential Phonics They Use</u> by Cunningham</li> <li>• <a href="http://www.enchantedlearning.com/consonantblends">www.enchantedlearning.com/consonantblends</a></li> </ul>

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					<a href="#">s</a> <ul style="list-style-type: none"> <li>TPRI Intervention Activities Guide page 170 9.8</li> <li><a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-Phonics_4.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-Phonics_4.pdf</a></li> </ul>
(B) (iv) vowel-consonant-silent "e" words (VCe) (e.g., invite, cape);			Vowel-consonant-e Long vowel	<p>Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words.</p> <p>Make word flip books with the magic "e" to show how CVC words can change to CVCe words.</p> <p>Decodable books</p>	<ul style="list-style-type: none"> <li>Treasures Unit 1:</li> <li>S31-32, 67C-D, 69G-H, 73F-G, 73V-W, 77G- H, 77 R, "Family Farm-Now and Then" 79C-D, 81G-H, 103F, 103T "Meet Rosina" 109C-D, 111G, 139F, 139T, 145D, 145N "My Name is Yoon"</li> <li><a href="#">Johnny Can Spell</a></li> <li>Fountas and Pinnell</li> <li><a href="#">Word Journeys</a></li> <li><a href="#">Making Words</a></li> <li><a href="#">Making Bigger Words</a></li> <li><a href="#">Systematic Sequential Phonics</a></li> </ul>
<b>(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>					
(C) describe the order of events or ideas in a text	(C) describe the order of events or ideas in a text;	What happened before (after) ____? List 3 ideas in this article in the order given. What was the first (last)	Sequence of events Logical order Fantasy, narrative, fiction, plot, problem, retell, sequence, setting, solution, theme	Retell using: first, next, then, last, finally, beginning, middle, end  Sequence sentence strips and pictures of story	<ul style="list-style-type: none"> <li>Treasures: Unit 4, TE 81A-B, 81K, 84-85, 85A, 89K, 89V-X, 89BB-DD, "A Trip to the Emergency Room" TE 93K, 96-97, 115A,</li> </ul>

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		thing _ did?		Create a BME (beginning/middle/end) Chart.  Complete graphic organizer providing missing information.	115D, 119G, 119R-T, 119X-Z “A Harbor Seal Grows Up” <ul style="list-style-type: none"> <li>• Story maps</li> <li>• TPRI Intervention Activities Guide page 171 9.10 and Comprehension section</li> </ul>
<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>					
(A) write brief stories that include a beginning, middle, and end	(A) write brief stories that include a beginning, middle, and end;	Does your story have an introduction? Does your story have a conclusion?	Introduction, conclusion, beginning, middle end	Brainstorm, model, and use graphic organizers	<ul style="list-style-type: none"> <li>• Treasures: Unit 4, TE 87A “A Trip to the Emergency Room”</li> <li>• Empowering Writers</li> <li>• Story Maps</li> </ul>
<b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>					
(A) write brief compositions about topics of interest to the student	(A) write brief compositions about topics of interest to the student;	MISD Writing Prompt: Write a composition about a time you made a new friend.	Topic, composition	Create a topic list, journal writing, brainstorm, model, and use graphic organizers Story Maps	<ul style="list-style-type: none"> <li>• Treasures: Unit 4 TE45D,71C”Officer Buckle and Gloria” 123D, 155C, 155Q, 155X, 155-156 “Mice and Beans” 167B “Better Together”</li> <li>• Empowering Writers</li> </ul>
<b>(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:</b>					
(B) use complete sentences with correct subject-verb agreement	(iii) adjectives (e.g., descriptive: Viejo, maravilloso); (iv) articles (e.g., un, una, la,	What is the subject of the sentence? What is the verb? How would the verb change if the	Subject, verb, agreement	On sentence strips, underline the subject and circle the verb.	<ul style="list-style-type: none"> <li>• Treasures: Unit 4, TE 9C, 37B, 45C, 75C, 115B, 117C</li> <li>• TPRI Intervention</li> </ul>

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	el)	subject was plural?			Activities Guide page 186 10.1; D.O.L.; McGraw-Hill Language Arts p. 144-145
(C) distinguish among declarative and interrogative sentences.	(B) distinguish among declarative, interrogative, exclamatory, and imperative sentences.	Is your sentence asking a question? Is your sentence telling something?	Statement, question, sentence, incomplete sentence, period, question mark	Sort the sentences, Peer asking and telling discussion	<ul style="list-style-type: none"> <li>• McGraw-Hill Language Arts p. 4-5,</li> <li>• DOL</li> </ul>
<b>(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:</b>					
(B) use capitalization for: (i) proper nouns;	(B) use capitalization for:  (i) proper nouns; and  (ii) the salutation and closing of a letter;	Which words are proper nouns in this sentence?  Students will need to be able to identify capitalization errors in context.	Capital letter Lowercase letter capitalize	Brainstorm proper nouns and their conventions	<ul style="list-style-type: none"> <li>• Treasures: Unit 4, TE 370, 39C, 41H “Head, Body, Legs: A Story from Liberia” 75C “Officer Buckle and Gloria” 167E “Mice and Beans”</li> <li>• D.O.L.; McGraw-Hill Language Arts p. 72-73</li> </ul>
(B) (ii) months and days of the week	(C) understand that months and days of the week are not capitalized;	The months (days) begin with which kind of letter? Students will need to be able to identify capitalization errors in context.	Capital letter Lowercase letter capitalize	Brainstorm proper nouns and their conventions	<ul style="list-style-type: none"> <li>• Treasures: Unit 4, TE 370 “Head, Body, Legs: A Story from Liberia”</li> <li>• D.O.L., daily calendar; McGraw-Hill Language Arts p. 74-75</li> </ul>
(C) recognize and use	(D) recognize and use	With what must every	Punctuation, period,	Identify the types of	<ul style="list-style-type: none"> <li>• Treasure: Unit 4, TE</li> </ul>

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punctuation marks, including: (i) ending punctuation in sentences	punctuation marks, including beginning and ending punctuation in sentences;	sentence end?  Students will need to be able to identify punctuation errors in context.	question mark, exclamation mark	sentences and use the correct punctuation marks	710 “Officer Buckle and Gloria” 123C, 167E “Mice and Beans” • TPRI Intervention Activities Guide page 186 10.1; D.O.L.; McGraw-Hill Language Arts p. 4-9