

Grade: 2nd Grade			Designated Six Weeks: 2nd six weeks		
Unit: Texas Treasures/Tesoros Unit 2			Days to teach: 5 weeks for instruction & 1 week of review		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

(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:					
(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures, including: (iii) diphthongs (e.g., viernes, pie, fui) (iv) hiatus (e.g., fideo, poeta); (B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca)	Does it look right?	Syllable vowel	(SSP) Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words. Decodable books	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 287C, 289G, 311F, 311T • TPRI Interventions Activities Guide p. 170 9.8, p. 173 9.14 • Johnny Can Spell • Fountas and Pinnell • Word Journeys • Making Words • Making Big Words • Systematic Sequential Phonics They Use (SSP) by Cunningham
(B) use common syllabic patterns to decode words including: (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)					<ul style="list-style-type: none"> • Treasures: Unit 2, TE 199N, 235D, 237C-D, 239G, 243F, 243V, 247H, 247R, 279T-U
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama)			(SSP) Use one inch squares of construction paper and allow students to write letters on them and then manipulate letters to make words.	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 157E, 159I, 189H, 189V, 195E, 237G, 239I, 243H, 243J • Johnny Can Spell • Fountas and Pinnell • Word Journeys

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				Decodable books	<ul style="list-style-type: none"> • <u>Making Words</u> • <u>Making Big Words</u> • <u>Systematic Sequential Phonics They Use (SSP)</u> by Cunningham
(E) identify and read abbreviations (e.g., Mr., Ave.);	(G) identify and read abbreviations (e.g., Sr., Dra.);	The abbreviation ___ is short for ____.	Abbreviation period	Student makes an Abbreviation Book for reference Concentration Bingo Tic-Tac-Toe	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 243P, 243Q, 247A, 247B, 247L • DOL Activities • McGraw-Hill Language Arts: p. 446-447
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction provide evidence from text to support their understanding. Students are expected to:					
(A) describe similarities and differences in the plots and settings of several works by the same author; and	(A) describe similarities and differences in the plots and settings of several works by the same author; and	Tell how what happened to _ in _ is similar (different) from what happened to _ in the story _. Why is paragraph _ important to the story?	Plot Setting Character(s) Similar/same different	Venn Diagram	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 202 “Dona Flor” & Unit 1, TE 10 “David’s New Friends” by Pat Mora
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	How does _ feel about _? Why do you think _ did _? Which word best describes _? Why did _ want to _? Tell 2 things you know about _ from reading this story.	motivation moral personality relationship feelings	Character Analysis	<ul style="list-style-type: none"> • Treasures: Unit 2 (all stories) • Selected novels: • <u>My Father's Dragon</u> • <u>The Boxcar Children</u> • <u>Flat Stanley</u>

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(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) locate the facts that are clearly stated in a text;	(B) locate the facts that are clearly stated in a text;	What is _ according to this information? Which words tell you how long it takes to _? How do you know _?	Bold text, cutaways, italicized text,	PARTS	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 240 “A Tall Tale”; • TE 290 “African American Inventors” • *See other nonfiction stories in other units
(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:					
(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	Modeling Story maps	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 159D, 189C, 189Q • McGraw-Hill Language Arts p. 384 • Empowering Writers
(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:					
(A) write brief compositions about topics of interest to the student	(A) write brief compositions about topics of interest to the student;			Brainstorm Make a list Modeling	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 321B • Empowering Writers
<i>Write about their own experiences. (MISD)</i>					
(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:					
(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural,	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:(ii) nouns (singular/plural,	Which word(s) is a noun in the sentence? Is ___ a proper noun or common noun? Is ___ a singular or plural noun?	Noun Plural noun Singular noun Common noun Proper noun	Color code their writings with parts of speech	<ul style="list-style-type: none"> • Treasures: Unit 2, TE 199C, 231B, 239C, 243B, 247A, 247L, 289C • DOL activities • McGraw- Hill

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common/proper);	common/proper)	How do you change ____ to a plural noun?			Language Arts: Unit 2; Grammar Rules!
(A) (vi) pronouns (e.g., he, him);	(vii) pronouns (e.g., él, su); and (iii) words that use syllables with silent “h” as in hora and hoy (iv) words that use syllables que-, qui- as in queso and quito; gue-, gui- as in guiso and juguete; and gue, gui as in paraguero and aguita	To whom is the pronoun ____referring? He/she is taking the place of the character named ____?	Pronoun	Color code their writings with parts of speech	<ul style="list-style-type: none"> • DOL activities • McGraw -Hill Language Arts: Unit 5; Grammar Rules!
(A) (vii) time-order transition words;	(viii) time-order transition words;	What happened before/after _____?	First, next, then, last, finally, beginning, middle, end	Act it out and then write the transition	<ul style="list-style-type: none"> • Treasure: Unit 2, TE 189P • McGraw – Hill Language Arts: Unit 1 p. 26
(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:					
(C) recognize and use punctuation marks, including (ii) apostrophes and contractions;	(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; (E) identify, read, & write abbreviations (e.g., Srta., Dr.)		Period Apostrophe Contraction Question mark Comma		<ul style="list-style-type: none"> • Treasures: Unit 2, TE 315H • DOL activities • McGraw-Hill Language Arts: Unit 4 p. 224; Unit 5 p. 292 & 294
(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(B) spell words with common orthographic patterns and rules (iii) long vowels (e.g., VCe-	(vi) words using “n” before “v” (e.g., invitacion), “m” before “b” (e.g., cambiar), and	In this word the vowel sound is ____. How does the “e” at the	Long vowel Vowel-consonant-e Silent e		<ul style="list-style-type: none"> • Treasures: Unit 2, TE 285BB, 315BB • DOL activities



Language Arts

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hope);	<p>“m” before “p” (e.g., comprar) (B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-)</p> <p>(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cual, donde, como);</p> <p>(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (corrio, jugo)</p>	end of the word affect the vowel sound?			