

|                                    |                     |                                     |                                      |                                 |                            |
|------------------------------------|---------------------|-------------------------------------|--------------------------------------|---------------------------------|----------------------------|
| <b>Grade: 2<sup>nd</sup> Grade</b> |                     |                                     | <b>Designated Six Weeks: Ongoing</b> |                                 |                            |
| <b>Unit:</b>                       |                     |                                     | <b>Days to teach:</b>                |                                 |                            |
| <b>TEKS</b>                        | <b>Spanish TEKS</b> | <b>Assessment &amp; Specificity</b> | <b>Vocabulary</b>                    | <b>Instructional Strategies</b> | <b>Resources/ Weblinks</b> |

**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;**

|   |   |  |   |   |                              |
|---|---|--|---|---|------------------------------|
| (A) establish purposes for reading selected texts based upon content to enhance comprehension   | (A) establish purposes for reading selected texts based upon content to enhance comprehension   | Why do you think we read ___?<br>How did this story make you feel?<br>What do you like best in ___?<br>What did you learn from reading this article?<br>Which of these 2 selections do you think you would enjoy reading the most? | purpose   | K-W-L<br>Probable passage<br>Anticipation guide<br>DRTA | Reading across content areas |
| (B) ask literal questions of text;  | (B) ask literal questions of text;  | Who was _’s mother?<br>What did _ do in the story?<br>What happened in the story?<br>When was this article written?  | Literal questions   | 5 W’s<br>Who, What, Where, When, Why                    |                              |
| (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); | Reread to find out why _ is important.   | Monitor<br>Adjust<br>Background knowledge<br>Sensory images | Think-Alouds  |                              |
| (D) make inferences about text and use textual evidence to support understanding;   | (D) make inferences about text and use textual evidence to support understanding;   | You can tell from the story that_<br>Which sentence in the story shows you that—<br>From this article the reader can tell that –<br>What can you tell from   | Inference<br>Text evidence                                  | Think-Alouds  |                              |

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|   |   | this article?<br>Tell 2 things you know about this character from reading this story.   |   |  |  |
| (E) retell important events in stories in logical order;  | (E) retell important events in stories in logical order;  | Retell the 3 most important events in the order in which they happened in the story.<br>What happened after/before _?<br>What happened when _?  | Retell<br>Sequence<br>Important/main event  | Graphic organizers                                       |  |
| (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.   | (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.   | How are your experiences like those of the character in the story?<br>Have you read about this information before in a different article?<br>What information in this article reminded you of your community? | Connections<br>Community<br>Text evidence   | Text to self<br>Text to text<br>Text to world            |  |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</b>  |   |   |   |  |  |
| distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).   | distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue). | With what must every sentence begin/end?<br>How does your voice sound when you read a sentence with a question mark? An exclamation mark?   | Capital letter, capitalization, period, question mark, exclamation mark, comma, quotation marks, in/complete sentence | Do editing and Daily Oral Language activities as a class | D.O.L. Activities<br>McGraw-Hill Language Arts |
| <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> |   |   |   |  |  |
| (G) identify and read at least 300 high-  | <i>MISD identify and read high-frequency words</i>  | Teacher evaluation  |   | Have the words on index cards on a ring for              | Fry's (see MISD district list)                 |

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| frequency words from a commonly used list;<br><i>(see MISD list)</i>  | <i>from a commonly used list; (see MISD list)</i>  |  |  | practice, beginning of year assessment, PowerPoint presentation  |                                       |
| (H) monitor accuracy of decoding.   | (E) decode words that have same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in raton and perro; “ll” and “y” as in llave and yate; “g” and “j” as in gigante and jirafa; “c” “k” and “q” as in casa, kilo and quince; “c,” “s” and “z” as in cereal, semilla, and zapato; “j” and “x” as in cojin and Mexico; “i” and “y” as in iman and doy; “b” and “v” as in burro and vela | Teacher observation; TPRI; DRA   |  | Small group instruction, modeling  |                                       |
| <b>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b> |  |  |  |  |                                       |
| (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;                               | (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;  | Based on the title, what do you think the story will be about?<br>What do you think will happen next?                            | Illustrations, illustrator, title, topic sentence, key words, prediction, author | Refer to foreshadowing in commonly seen movies; give students vocabulary from the story and have them predict what the story will be about | Treasures Reading A-Z Leveled Readers |
| (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from         | (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;  | Who, what, where, when, questions with sentence completion format.<br>You can tell from the passage that _____.<br>Who did ____? | Fact, detail, text evidence, question, prove your answer                         | Asking 5 W questions, filling out the hand (each finger is a “W” word)   | Reading A-Z leveled Readers           |

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| text; and   | and   | What does the ____ do?<br>Where did ____ go?<br>Why does ____ do ____?<br>How long does it take to__?<br>When did ____ do ____?  |   |  |  |
| (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud). | (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud). | Why did the author write this? What is the author's purpose? What is the author trying to tell you?<br>What do you already know about...? Who, what, where, when, why and how? | Purpose, author, setting, main characters, context clues, problem, solution | Divide large sheet of paper into "Entertain, Inform, and Persuade."<br>Put every story title into the correct heading. |  |
| <b>(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</b>  |   |  |   |  |  |
| read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.  | read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.   | TPRI<br>DRA  |   | Repeated individual readings   | TPRI<br>Running records<br>Read Naturally<br>Voyager<br>whisper phones |
| <b>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</b>   |   |  |   |  |  |
| read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.   | read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.   | Reader response journals   | Response, journal, DEAR, paraphrase, summary                                | Have students respond orally or in writing after a reading session.  | reader response journals<br>DEAR time                                  |

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| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> |   |  |   |  |   |
| (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);  | (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); | Teacher observation  | Draft, graphic organizer, prewriting, brainstorming | Use brainstorming, modeling, and graphic organizers  | topic talk<br>McGraw-Hill Language Arts p. 38 -41<br>TPRI Intervention Activities Guide             |
| (B) develop drafts by sequencing ideas through writing sentences;  | (B) develop drafts by sequencing ideas through writing sentences;   |  | Peer, conference                                    | Use storymaps, brainstorming and organizers.   | McGraw-Hill Language Arts P.42-43<br>TPRI Intervention Activities Guide                             |
| (C) revise drafts by adding or deleting words, phrases, or sentences;  | (C) revise drafts by adding or deleting words, phrases, or sentences;                                     | What information is not necessary? What details could you add?   | Revise, delete                                      | Partner revising; use different colored writing utensils   | revision/editing chart<br>McGraw-Hill Language Arts p. 44-45<br>TPRI Intervention Activities Guide  |
| (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;   | (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;                  | Are all your words spelled correctly? Did you use correct punctuation? Do your sentences begin with capital letters? |   | Introduce students to rubric of choice ahead of time; model; use different colored writing utensils, teacher and peer editing; use CUPS – Capitalization, Usage, Punctuation, Spelling | revision/ editing chart<br>McGraw-Hill Language Arts p. 46-47<br>TPRI Intervention Activities Guide |
| (E) publish and share writing with others.   | (E) publish and share writing with others.  | Student participation  | Publish   | Author’s chair; display writing; classroom books; share with lower grades; read story over intercom during morning announcements   | McGraw-Hill Language Arts p. 48-49<br>TPRI Intervention Activities Guide                            |
| <i>Write about their own experiences. (MISD)</i>   |   |  |   |  | TPRI Intervention Activities Guide  |

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|---|---|--|--|---|--|
| <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> |   |  |  |   |  |
| (A) write legibly leaving appropriate margins for readability;  | (A) write legibly leaving appropriate margins for readability;  |  |  | model   | Handwriting without Tears<br>various handwriting books   |
| <b>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>  |   |  |  |   |  |
| (A) use phonological knowledge to match sounds to letters to construct unknown words;   | (D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell   |  |  | Word sorts; model   | <u>Johnny Can Spell</u><br>Fountas and Pinnell<br><u>Word Journeys</u><br><u>Making Words</u><br><u>Making Big Words</u><br><u>Systematic Sequential Phonics They Use</u> by Cunningham<br><a href="http://www.fcrr.org/curriculum/studentcenterActivities23.shtm">http://www.fcrr.org/curriculum/studentcenterActivities23.shtm</a><br>TPRI Intervention Activities Guide |
| (C) spell high-frequency words from a commonly used list;   |   |  |  | PowerPoint presentation; index cards on rings                                 | Instant Words<br>Month by Month<br>Phonics   |
| (D) spell base words with inflectional endings (e.g., -ing and -ed);  | (C) spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es (e.g., lapis, lapices, feliz, felices) |  |  | Model, create a list of words with those endings, create foldable flash cards | TPRI Intervention Activities Guide<br><u>Johnny Can Spell</u><br>Fountas and Pinnell<br><u>Word Journeys</u><br><u>Making Words</u><br><u>Making Big Words</u><br><u>Systematic Sequential Phonics They Use</u> by Cunningham<br><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a>  |

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|  |   |                          |                               |  | <a href="http://www.fcrr.org/curriculum/studentcenterActivities23.shtm">http://www.fcrr.org/curriculum/studentcenterActivities23.shtm</a>   |
| (F) use resources to find correct spellings.   | (J) use resources to find correct spellings.  |                          |                               | Introduce dictionary skills; use word walls and word banks   | Dictionaries<br>personal word banks<br>word walls   |
| <b>(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b> |   |                          |                               |  |   |
| (A) listen attentively to speakers and ask relevant questions to clarify information; and  | (A) listen attentively to speakers and ask relevant questions to clarify information;   |                          |                               | Model appropriate questions; create a question bank of questions; have opportunities to practice   |   |
| (B) follow, restate, and give oral instructions that involve a short related sequence of actions.  | (B) follow, restate, and give oral instructions that involve a short related sequence of actions.   |                          |                               | Give students simple instructions to follow-for example-1. Write your first name on the upper left-hand corner of the paper. 2. Draw a square in the middle of the paper, etc. |   |
| <b>(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>                         |   |                          |                               |  |   |
| share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.  | share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language. |                          |                               | Sample rubric provided in link. Modify as needed.  | <a href="http://www.sites4teachers.com/links/redirect.php?url=http://content.scholastic.com/content/collateral_resources/pdf/1/lesson_plans_pdf_june05_RubricForSpeeches.pdf">http://www.sites4teachers.com/links/redirect.php?url=http://content.scholastic.com/content/collateral_resources/pdf/1/lesson_plans_pdf_june05_RubricForSpeeches.pdf</a> |
| <b>(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>  |   |                          |                               |  |   |
| follow agreed-upon rules for discussion, including listening to  | follow agreed-upon rules for discussion, including listening to others,   |                          |                               | Create a T-chart. What does good teamwork look like/sound like?  | <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson95/coo">http://www.readwritethink.org/files/resources/lesson_images/lesson95/coo</a>   |



**Language Arts**

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| others, speaking when recognized, and making appropriate contributions. | speaking when recognized, and making appropriate contributions. |                          |                               | Sample rubric provided in link. Modify as needed. | <a href="#">p_rubric.pdf</a> |