

Second Grade First Nine Weeks Unit 1 (4 Weeks) Readers and Writers Use Processes to Build Good Habits		
Components	Reading	Writing
Unit Overview	<ul style="list-style-type: none"> • The student will learn the routines and habits needed to develop a classroom community of readers. • Students learn and apply reading strategies. 	<ul style="list-style-type: none"> • The student will learn the routines and habits needed to develop a classroom community of writers. • Students will learn and apply writing strategies.
Topics	<ul style="list-style-type: none"> • Genre: Fiction • Making Connections • Visualization • Retelling 	<ul style="list-style-type: none"> • Establish writing workshop • Establish writing process • Build writing stamina • Writing Conventions: capitalization, punctuation, complete sentences, subject, predicate & types of sentences • Spelling
Concepts	Process	
Generalizations/ Enduring Understandings	Students will understand that... <ul style="list-style-type: none"> • Processes follow certain steps and has order • There's a process for everything • Processes take time • Following a process produces a result 	

Guiding/ Essential Questions	<ul style="list-style-type: none"> • How can I follow a process to become a better reader? • Why is a process for reading workshop necessary? • How do the processes we use in reading workshop help us build good habits? 		<ul style="list-style-type: none"> • How can I follow a process to become a better writer? • Why is a process for writing workshop necessary? • How do the processes we use in writing workshop help us build good habits? 	
Learning Targets	Performance Levels	Learning Progressions	Performance Levels	Learning Progressions
	<ol style="list-style-type: none"> 1. Uses reading strategies to read accurately 2. Engages in reading independently and provides evidence 3. Makes connections to self, world, and other texts and specifies textual evidence to support connections 4. Retells events in stories in a logical order with accuracy 5. Compares and Contrasts plots and settings of several works by the same author 6. Describes traits, motivations and feelings of fictional characters 	<p><i>1. The student is making progress toward: accurately reading as evidenced by 95% accuracy on a Level N text (instructional level)</i> <i>Applies 9 weeks phonics skills (2Ai, 2Aii, 2Bi, 2Biv)</i></p> <ol style="list-style-type: none"> 3. Self selects appropriate books <ul style="list-style-type: none"> -Communicates evidence, written or oral -Builds reading stamina 3. -Activates schema while reading <ul style="list-style-type: none"> -Deep vs. shallow connections -Reads a variety of texts 4. -Orders things logically <ul style="list-style-type: none"> -Retains logical order of information while reading -Uses ordinal language 	<ol style="list-style-type: none"> 1. Engages in the writing process (planning, drafting, revising, editing, and publishing) to compose text. 2. Expresses meaning through writing 3. Writes in complete sentences 4. Applies capitalization and punctuation 5. Applies knowledge of grammar & usage 6. Spells proficiently 	<ol style="list-style-type: none"> 1. The student is making progress towards independently engaging in all steps of the writing process. <ul style="list-style-type: none"> -plans a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); -develops drafts by sequencing ideas through writing sentences; 2. The student is working towards consistently <ul style="list-style-type: none"> -writing to express ideas & feelings -communicating ideas or information for specific purposes -writing with focus -writing brief stories that include a beginning, middle, and end;

		<p>5. -Identifies and comprehends descriptive language -Uses a drawing tool to document on paper the image in their head -Provides evidence from the text to support their image</p>		<p>3. The student is working towards consistently writing in complete sentences with using a beginning capital letter and end punctuation.</p> <p>4. Student is consistently using end punctuation correctly</p> <p>5. Student understand and uses the following parts of speech in the context of reading, writing, and speaking:</p> <p><i>(i) verbs (past, present, and future);</i> <i>(ii) nouns (singular/plural, common/proper);</i> <i>(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);</i> <i>(vii) time-order transition words;</i></p> <p>The student is working towards consistently using complete sentences with correct subject/verb. -The student is consistently distinguishing among declarative and</p>
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				<p>interrogative sentences -writing legibly using correct margins</p> <p>6.-Uses phonological knowledge to match sounds to letters to construct unknown word -long vowels (e.g., VCe-hope) -working towards spelling high-frequency words from a commonly used list Click here for HPISD Literacy Document</p>
Formative Assessments (FOR learning)	<p>small groups, conferencing, observations, anecdotal notes, reading responses, running records Click here for specific FPA Assessments Click here for HPISD Elementary ELA assessments.</p>	journal writing, classroom observation, conferences, anecdotal notes		
Summative Assessments (OF learning)	See Teacher/Parent Guide on Curriculum Website			
TEKS	(RC) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both		(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising,	

<p>(Introduced during this nine weeks.)</p> <p>Reading/Comprehension Skills</p> <p>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.</p> <p>Click here for Second Grade ELA TEKS Matrix</p>	<p>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:</p> <p>C) monitor and adjust comprehension (eg; using background knowledge, creating sensory images, rereading a portion aloud, and generating questions)</p> <p>(E) retell important events in stories in logical order</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> <p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p> <p>(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>(A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</p> <ul style="list-style-type: none"> (i) <i>single letters (consonants and vowels);</i> (ii) <i>consonant blends (e.g., thr, spl);</i> <p>(B) use common syllabication patterns to decode words including:</p> <ul style="list-style-type: none"> (i) <i>closed syllable (CVC) (e.g., pic-nic, mon-ster);</i> (iv) <i>vowel-consonant-silent "e" words (VCe) (e.g., in- vite, cape);</i> 	<p>editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p>(E) publish and share writing with others.</p> <p>(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:</p> <p>(A) write brief stories that include a beginning, middle, and end;</p> <p>(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:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) <i>verbs (past, present, and future);</i> (ii) <i>nouns (singular/plural, common/proper);</i> (iii) <i>adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);</i> (vii) <i>time-order transition words;</i>
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	<p>(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p> <p>(G) identify and read at least 300 high-frequency words from a commonly used list; and</p> <p>(H) monitor accuracy of decoding.</p> <p>3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(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).</p> <p>(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to</p> <p>(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>(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>(A) describe similarities and differences in the plots and settings of several works by the same author; and</p> <p>(B) describe main characters in works of fiction, including their traits, motivations, and feelings.</p> <p>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and</p>	<p>(B) use complete sentences with correct subject-verb agreement; and</p> <p>(C) distinguish among declarative and interrogative sentences</p> <p>(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:</p> <p>(A) write legibly leaving appropriate margins for readability;</p> <p>(B) use capitalization for:</p> <p style="padding-left: 20px;"><i>(i) proper nouns;</i></p> <p style="padding-left: 20px;"><i>(ii) months and days of the week; and</i></p> <p>(C) recognize and use punctuation marks, including:</p> <p style="padding-left: 20px;"><i>(i) ending punctuation in sentences;</i></p> <p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters to construct unknown words;</p> <p>(B) spell words with common orthographic patterns and rules:</p> <p style="padding-left: 20px;"><i>(iii) long vowels (e.g., VCe-hope); and</i></p> <p>(C) spell high-frequency words from a commonly used list</p> <p>(F) use resources to find correct spellings.</p>
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	<p>produce evidence of their reading. Students are expected to:</p> <p>(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p> <p>(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:</p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	
Language of Instruction	independent reading, fiction, making connections, visualizing, retelling	brainstorming, prewriting, writing, editing, revising, publishing, capitalization, punctuation, complete sentences, subject, predicate & types of sentences: declarative and interrogative
State Assessment Connections	STAAR	STAAR
National Assessment Connections	MAP	MAPS

Available Resources	<ul style="list-style-type: none">• <i>The Continuum of Literacy Learning: A Guide to Teaching</i> (Fountas & Pinnell)• <i>Fountas and Pinnell Benchmark Assessments</i>• <i>Lucy Calkins Reading and Writing Units of Study</i>• <i>ABYDOS Resources</i>• Texas Education Agency (TEA) Website	