

<b>Second Grade First Nine Weeks</b> <b>Unit 2 (5 Weeks)</b> <b>Reading Like a Writer and Writing Like a Reader</b>		
	<b>Reading</b>	<b>Writing</b>
<b>Unit Overview</b>	Students will begin to identify themselves as readers who collaborate with peers and the teacher to grow their thinking.	Students will use mentor texts to analyze “what good writers do,” in order to grow as writers.
<b>Concept</b>	<b>Relationships</b>	
<b>Generalizations/ Enduring Understandings</b>	Students will understand that... <ul style="list-style-type: none"> <li>● Relationships are connections.</li> <li>● Everything is connected in some way.</li> <li>● There are different kinds of relationships.</li> <li>● Relationships can change.</li> </ul>	
<b>Guiding/ Essential Questions</b>	<ul style="list-style-type: none"> <li>● How and why do relationships change?</li> <li>● What is the relationship between reading and writing?</li> <li>● Why are relationships important?</li> </ul>	
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Genres: Fiction</li> <li>● Retelling</li> <li>● Sequencing</li> <li>● Plot Structure</li> <li>● Character Traits</li> <li>● Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>● Continue building writing stamina in writing workshop</li> <li>● Writing conventions/grammar: proper/common nouns, action verbs, verb tenses, descriptive adjectives, time/order transition words</li> <li>● Take a piece of writing through the writing process</li> </ul>

Learning Targets	Performance Levels	Learning Progressions	Performance Levels	Learning Progressions
	<p>1. Uses reading strategies to read accurately</p> <p>2. Engages in reading independently and provides evidence</p> <p>3. Makes connections to self, world, and other texts and specifies textual evidence to support connections</p> <p>4. Retells events in stories in a logical order with accuracy</p> <p>5. Identifies the traits, motivations, and feelings of the main character</p>	<p>1. Applies 9 weeks phonics skills (2C, 2G, 2H, 3C)</p> <p>2. - Self selects appropriate books - Uses a reading log - Builds reading stamina - follows reading workshop procedures</p> <p>3. - activate schema while reading - deep vs. shallow connections - reads a variety of texts</p> <p>4. - Can order things logically - Retain logical order of information while reading - Uses ordinal language</p> <p>5. - Identify main characters - Identify external character traits - Identify internal character traits - Applies how internal character traits affects actions, motivations and feelings</p>	<p>1. Engages in the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>2. Writes in different forms for different purposes</p> <p>3. Applies knowledge of grammar and usage</p> <p>4. Applies capitalization &amp; punctuation</p>	<p>1. The student is making progress towards independently engaging in all steps of the writing process - publish and share writing with others - revise drafts by adding or deleting words, phrases, or sentences; - edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>2. Consistently writes with meaning for literary texts (stories).</p> <p>3. Understand and use the following parts of speech in the context of reading, writing, and speaking: - verbs (<i>past, present, and future</i>) - time-order transition words - nouns (<i>singular/plural, common/pr oper</i>)</p>

				<p><i>-adjectives (e.g., descriptive: old, wonderful)</i></p> <p>4. Use capitalization for</p> <ul style="list-style-type: none"> <li><i>-proper nouns</i></li> <li><i>-months and days of the week</i></li> </ul> <p><a href="#">Click here for HPISD Literacy Document</a></p>
<b>Formative Assessments (FOR learning)</b>	<p>small groups, conferencing, observations, anecdotal notes, reading responses, running records</p> <p><a href="#">Click here for specific FPA Assessments</a></p> <p><a href="#">Click here for HPISD Elementary ELA assessments.</a></p>		<p>journal writing, classroom observation, conferences, anecdotal notes</p>	
<b>Summative Assessments (OF learning)</b>	<p>See Teacher/Parent Guide for Assessed Skills</p>			
<p><b>TEKS</b> (Introduced during this nine weeks.)</p> <p><b>Reading/Comprehension Skills</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. <b>Students will continue to apply earlier standards</b></p>	<p><b>(RC) Reading/Comprehension Skills.</b> 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:</p> <ul style="list-style-type: none"> <li>C) monitor and adjust comprehension (eg; using background knowledge, creating sensory images, rereading a portion aloud, and generating questions)</li> <li>(E) retell important events in stories in logical order</li> </ul>		<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. <b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</li> <li>(B) develop drafts by sequencing ideas through writing sentences;</li> <li>(C) revise drafts by adding or deleting words, phrases, or sentences;</li> <li>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</li> </ul>	

<p>with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p><a href="#">Click here for Second Grade ELA TEKS Matrix</a></p>	<p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> <p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> 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><b>(2) Reading/Beginning Reading Skills/Phonics.</b> 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"> <li>(i) <i>single letters (consonants and vowels);</i></li> <li>(ii) <i>consonant blends (e.g., thr, spl);</i></li> </ul> <p>(B) use common syllabication patterns to decode words including:</p> <ul style="list-style-type: none"> <li>(i) <i>closed syllable (CVC) (e.g., pic-nic, mon-ster);</i></li> <li>(iv) <i>vowel-consonant-silent "e" words (VCe) (e.g., in- vite, cape);</i></li> </ul> <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><b>3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b></p>	<p>(E) publish and share writing with others.</p> <p><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></p> <p>(A) write brief stories that include a beginning, middle, and end;</p> <p><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></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"> <li>(i) <i>verbs (past, present, and future);</i></li> <li>(ii) <i>nouns (singular/plural, common/proper);</i></li> <li>(iii) <i>adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);</i></li> <li>(vii) <i>time-order transition words;</i></li> </ul> <p>(C) distinguish among declarative and interrogative sentences</p> <p><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></p> <p>(A) write legibly leaving appropriate margins for readability;</p> <p>(B) use capitalization for:</p> <ul style="list-style-type: none"> <li>(i) <i>proper nouns;</i></li> <li>(ii) <i>months and days of the week; and</i></li> </ul>
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	<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><b>(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to</b></p> <p>(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p><b>(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:</b></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><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></p> <p>(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p> <p><b>(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to</b></p>	<p>(C) recognize and use punctuation marks, including:</p> <p><i>(i) ending punctuation in sentences;</i></p> <p><b>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>(A) use phonological knowledge to match sounds to letters to construct unknown words;</p> <p><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><b>apply earlier standards with greater complexity.</b>  <b>Students are expected to:</b>  (A) listen attentively to speakers and ask relevant questions to clarify information; and  (B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	
<b>Language of Instruction</b>	guided reading, partner reading, 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
<b>State Assessment Connections</b>	STAAR	STAAR
<b>National Assessment Connections</b>	MAPS	MAPS
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <i>The Continuum of Literacy Learning: A Guide to Teaching</i> (Fountas &amp; Pinnell)</li> <li>● <i>Fountas and Pinnell Benchmark Assessments</i></li> <li>● <i>Lucy Calkins Reading and Writing Units of Study</i></li> <li>● <i>ABYDOS Resources</i></li> <li>● Texas Education Agency (TEA) Website</li> </ul>	
<b>Textbook Correlation</b>	<ul style="list-style-type: none"> <li>● Journeys</li> </ul>	