

Second Grade Second Nine Weeks Unit 3 We Read and Write for Many Purposes		
	Reading	Writing
Unit Overview	Students will use their prior knowledge to support their understanding of texts.	Students will identify and use appropriate story structure during the writing process.
Topics	<ul style="list-style-type: none"> • Genres: Nonfiction, Fiction • Non-Fiction Text Features • Main Idea and Details • Author's Purpose • Vocabulary: Context Clues 	<ul style="list-style-type: none"> • Writing in different forms for different purposes (narrative) Personal Narrative • Conventions: Commas, Adjectives, Adverbs, apostrophes, possessive apostrophes • Letter Writing
Concepts	Purpose	
Generalizations/ Enduring Understanding	Students will understand that... <ul style="list-style-type: none"> • There is a purpose for everything • A purpose has intention or reason • Some things have many purposes 	
Guiding/ Essential Questions	<ul style="list-style-type: none"> • Why do we need a purpose for reading/writing? • How can I determine the author's purpose? • What is the purpose for my reading/writing? 	

Learning Targets	Performance Levels	Learning Progressions	Performance Levels	Learning Progressions
	<p>1. Uses reading strategies to read accurately</p> <p>2. Identifies the main idea and supporting details</p> <p>3. Understands new vocabulary and uses it when reading and writing</p>	<p>1. -Identifies nonfiction features & their purpose -establish author's purposes for reading selected texts based upon content to enhance comprehension</p> <p>2. -Identifies supporting details -Identifies how the details support the main idea -Identifies the main idea</p> <p>3. -Uses context clues to understand text</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 & usage</p>	<p>1. The student is making progress towards independently engaging in all steps of the writing process.</p> <p>2. -Consistently writes brief stories that include a beginning, middle, and end. -write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</p> <p>3. Understand and use the following parts of speech in the context of reading, writing, and speaking: -adverbs (e.g., time: before, next; manner: carefully, beautifully) -pronouns (e.g., he, him) Click here for HPISD Literacy Document</p>

<p>Formative Assessments (FOR learning)</p>	<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>	<p>journal writing, classroom observation, conferences, anecdotal notes</p>
<p>Summative Assessments (OF learning)</p>	<p>See Teacher/Parent Guide on Curriculum Website</p>	
<p>TEKS (Introduced during this nine weeks.) 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. Click here for Second Grade ELA TEKS Matrix</p>	<p>(RC) 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; (B) ask literal questions of text; (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: <i>(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);</i> (B) use common syllabication patterns to decode words including: <i>(ii) open syllable (CV) (e.g., ti-ger);</i> <i>(v) r-controlled vowels (e.g., per-fect, cor-ner)</i></p>	<p>(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) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and (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: <i>(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);</i> <i>(vi) pronouns (e.g., he, him)</i></p>

	<p>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions; (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p> <p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing (B) Use context clues to determine the relevant meaning of unfamiliar words or multiple-meaning words</p> <p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</p> <p>(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) identify the topic and explain the author's purpose in writing the text.</p> <p>(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to</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: <i>(iii) the salutation and closing of a letter; and</i></p> <p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: <i>(ii) r-controlled vowels;</i></p>
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	<p>glean and use information in procedural texts and documents. Students are expected to:</p> <p>(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p> <p>(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 share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p> <p>(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 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	
Language of Instruction	Fiction, nonfiction, text features, purpose, context clues,	Personal narrative, writing process, small moments
State Assessment Connections	STAAR	STAAR
National	MAPS	

Assessment Connections		
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 	
Textbook Correlation	Journeys	