

<b>Second Grade Third Nine Weeks Unit 4 Readers and Writers Use Strategies</b>		
	<b>Reading</b>	<b>Writing</b>
<b>Unit Overview</b>	Students will use text evidence to analyze, summarize, and predict during the reading workshop.	Students will plan, develop, and revise writing using literary text components.
<b>Topics</b>	<ul style="list-style-type: none"> <li>● genres: Biography &amp; Traditional Literature (fables, legends, myths, stories)</li> <li>● moral/theme of traditional text</li> <li>● using text evidence to prove understanding</li> </ul>	<ul style="list-style-type: none"> <li>● persuasive writing</li> <li>● procedural writing</li> </ul>
<b>Concepts</b>	<b>Strategies</b>	
<b>Generalizations/ Enduring Understandings</b>	Students will understand that: <ul style="list-style-type: none"> <li>● Strategies have a process.</li> <li>● Strategies are used to solve problems.</li> <li>● Different strategies can be used to solve the same problem.</li> <li>● It can take more than one strategy to reach your goal.</li> <li>● Strategies are tools.</li> </ul>	
<b>Guiding/ Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do I decide which strategies I need to use?</li> <li>● Why did I choose this strategy?</li> <li>● How and why do authors choose their strategies?</li> <li>● How can I apply my reading strategies to my writing?</li> </ul>	

Learning Targets	Performance Levels	Learning Progressions	Performance Levels	Learning Progressions
	<ol style="list-style-type: none"> <li>1. Identifies and states the characteristics of a text's genre</li> <li>2. Makes inferences about the text using schema and textual evidence</li> <li>3. Uses reading strategies to read accurately</li> </ol>	<ol style="list-style-type: none"> <li>1. -analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. -identify moral lessons as themes in well-known fables, legends, myths, or stories -compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot</li> <li>2. -Makes inferences about texts -identifies schema and text evidence used -infers characters' feelings and traits</li> <li>3. -Predicts what will happen next based on text evidence -makes</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages in the writing process (planning, drafting, revising, editing, and publishing) to compose procedural text</li> <li>2. Engages in the writing process (planning, drafting, revising, editing, and publishing) to compose persuasive text</li> <li>3. Applies knowledge of grammar and usage</li> <li>4. Spells proficiently</li> </ol>	<ol style="list-style-type: none"> <li>1. The student is making progress towards independently engaging in all steps of the writing process</li> <li>2. The student is consistently writing with meaning for expository and procedural texts. -write brief compositions about topics of interest to the student -Students write persuasive texts to influence the attitudes or actions of a specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details</li> <li>3. Understand and use the following parts of speech in the context of reading, writing, and speaking: -prepositions and prepositional phrases <a href="#">Click here for HPISD Literacy Document</a></li> </ol>

		inferences about causes and effects implies in the text	
<b>Formative Assessments (FOR learning)</b>	small groups, conferencing, observations, anecdotal notes, reading responses, running records <a href="#">Click here for specific FPA Assessments</a> <a href="#">Click here for HPISD Elementary ELA assessments.</a>		journal writing, classroom observation, conferences, anecdotal notes
<b>Summative Assessments (OF learning)</b>	See Teacher/Parent Guide on Curriculum Website		
<b>TEKS (Introduced during this nine weeks.)</b>  <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. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	<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: (D) make inferences about text and use textual evidence to support understanding: <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: (A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: <i>(iii) consonant digraphs (e.g., ng, ck, ph); and</i> (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);		<b>(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> (A) write brief compositions about topics of interest to the student; <b>(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</b> <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 recognize and use:</b> <i>(ii) apostrophes and contractions; and</i> <i>(iii) apostrophes and possessives.</i>

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Second Grade ELA  
TEKS Matrix](#)

(E) identify and read abbreviations (e.g., Mr., Ave.);  
(F) identify and read contractions (e.g., haven't, it's);  
**(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing**

(A) Use prefixes and suffixes to determine the meaning of words (eg. allow/disallow)

(C) Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning

(D) alphabetize a series of words using a dictionary or glossary to find words

**(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:**

(A) identify moral lessons as themes in well-known fables, legends, myths, or stories;

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot

**(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:**

(A) Identify the main idea in a text and distinguish it from the topic

(B) locate the facts that are clearly stated in a text

**(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:**

(B) spell words with common orthographic patterns and rules:

*(i) complex consonants (e.g., hard and soft c and g, ck);*

*(iv) vowel digraphs (e.g., oo-book, fool, ee-feet),  
diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);*

(D) spell base words with inflectional endings (e.g., -ing and -ed, -s, -es);

(E) spell simple contractions (e.g., isn't, aren't, can't); and

	<p>(C) describe the order of events or ideas in a text; and  (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.</p> <p><b>(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b></p> <p>(A) follow written multi-step directions; and</p> <p><b>(31 Local) Listening and Speaking/ Culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b></p> <p>(A Local) connect experiences and ideas with those of others through speaking and listening  (B Local) compare language and oral traditions (family stories) that reflect customs, regions, and cultures</p>	
<p><b>Processes and Skills</b></p>		
<p><b>Topics</b></p>		
<p><b>Facts</b></p>		

<b>Language of Instruction</b>		
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
<b>Resources</b>		
<b>Textbook Correlation</b>		