Introduction

Curriculum Overview

Congratulations on choosing an outstanding second-grade curriculum! Using this curriculum, you and your student will experience the joy of learning to read, spell, and write. This curriculum presents your student with selections from a variety of genres. The student will learn to comprehend and respond to many different problems and resolutions presented in the textbooks. Also, the student will become more familiar with correct use of the English language while learning how to write both creatively and for a purpose.

This course is completed entirely online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents, along with the textbooks.

For each Unit assessment, the student will download and complete PDF **Unit Test** pages, then scan or take a digital photograph of the completed pages showing his or her work. Combine the images into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

English Language Arts and Reading, Grade 2

Reading, Grammar and Composition, Phonics, Spelling, and Handwriting

In Unit 1, "Friends and Family", the student will learn about being a good friend. He or she will read, write, and listen to selections about friends. In Unit 2, "Community Heroes", the student will learn about the traits and characteristics of heroes. He or she will read, write, and listen to selections about family heroes, local heroes, and heroes from long ago. In Unit 3, "Let's Create", the student will learn how people express themselves in creative ways through music, dance, art, and writing. He or she will read, write, and listen to selections about how other people express themselves through creative actions.

Throughout this curriculum, the student will apply comprehension skills that good readers use while developing writing skills.

Course Objectives

The language arts curriculum covers all of the Texas Essential Knowledge and Skills objectives for second-grade language arts. At the end of this course, the student should be able to master the following:

- **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).

- **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 complex texts. Students are expected to:
  - ◊ decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
    - ♦ single letters (consonants and vowels);
    - ♦ consonant blends (e.g., *thr, spl*);
    - ♦ consonant digraphs (e.g., *ng, ck, ph*); and
    - ♦ vowel digraphs (e.g., *ie, ue, ew*) and diphthongs (e.g., *oi, ou*);
  - ◊ use common syllabication patterns to decode words including:
    - ♦ closed syllable (CVC) (e.g., *pic-nic, mon-ster*);
    - ♦ open syllable (CV) (e.g., *ti-ger*);
    - ♦ final stable syllable (e.g., *sta-tion, tum-ble*);
    - ♦ vowel-consonant-silent *e* words (VCe) (e.g., *in-vite, cape*);
    - ♦ *r*-controlled vowels (e.g., *per-fect, cor-ner*); and
    - ♦ vowel digraphs and diphthongs (e.g., *boy-hood, oat-meal*);
  - ◊ decode words by applying knowledge of common spelling patterns (e.g., *-ight*, *-ant*);
  - ◊ read words with common prefixes (e.g., *un-*, *dis-*) and suffixes (e.g., *-ly*, *-less*, *-ful*);
  - ◊ identify and read abbreviations (e.g., *Mr.*, *Ave.*);
  - ◊ identify and read contractions (e.g., *haven't*, *it's*);
  - ◊ identify and read at least 300 high-frequency words from a commonly used list; and
  - ◊ monitor accuracy of decoding.
- **Reading/beginning reading/strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
  - ◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
  - ◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
  - ◊ 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).

- **Reading/fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

- **Reading/vocabulary development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - ◊ use prefixes and suffixes to determine the meaning of words (e.g., *allow/disallow*);
  - ◊ use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - ◊ identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
  - ◊ alphabetize a series of words and use a dictionary or a glossary to find words.

- **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:
  - ◊ identify moral lessons as themes in well-known fables, legends, myths, or stories; and
  - ◊ compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

- **Reading/comprehension of literary text/poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

- **Reading/comprehension of literary text/drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

- **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:
  - ◊ describe similarities and differences in the plots and settings of several works by the same author; and
  - ◊ describe main characters in works of fiction, including their traits, motivations, and feelings.

- **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.

- **Reading/comprehension of literary text/sensory language.** Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., *take steps*).

- **Reading/comprehension of text/independent reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

- **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 identify the topic and explain the author's purpose in writing the text.

- **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:
  - ◊ identify the main idea in a text and distinguish it from the topic;
  - ◊ locate the facts that are clearly stated in a text;
  - ◊ describe the order of events or ideas in a text; and
  - ◊ use text features (e.g., table of contents, index, headings) to locate specific information in a text.

- **Reading/comprehension of informational text/procedural text.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
  - ◊ follow written multi-step directions; and
  - ◊ use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).

- **Reading/media literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly complex texts. Students are expected to:
  - ◊ recognize different purposes of media (e.g., informational, entertainment);
  - ◊ describe techniques used to create media messages (e.g., sound, graphics); and
  - ◊ identify various written conventions for using digital media (e.g., e-mail, website, video game).

- **Writing/writing process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
  - ◊ plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
  - ◊ develop drafts by sequencing ideas through writing sentences;
  - ◊ revise drafts by adding or deleting words, phrases, or sentences;
  - ◊ edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
  - ◊ publish and share writing with others.
- **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:
  - ◊ write brief stories that include a beginning, middle, and end; and
  - ◊ write short poems that convey sensory details.
- **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:
  - ◊ write brief compositions about topics of interest to the student;
  - ◊ write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
  - ◊ write brief comments on literary or informational texts.
- **Writing/persuasive texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.
- **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:
  - ◊ understand and use the following parts of speech in the context of reading, writing, and speaking:
    - ♦ verbs (past, present, and future);
    - ♦ nouns (singular/plural, common/proper);
    - ♦ adjectives (e.g., descriptive: *old, wonderful*; articles: *a, an, the*);
    - ♦ adverbs (e.g., time: *before, next*; manner: *carefully, beautifully*);
    - ♦ prepositions and prepositional phrases;
    - ♦ pronouns (e.g., *he, him*); and

        - time-order transition words;
    - use complete sentences with correct subject-verb agreement; and
    - distinguish among declarative and interrogative sentences.

- **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:
    - write legibly, leaving appropriate margins for readability;
    - use capitalization for:
        - proper nouns;
        - months and days of the week; and
        - the salutation and closing of a letter; and
    - recognize and use punctuation marks, including:
        - ending punctuation in sentences;
        - apostrophes and contractions; and
        - apostrophes and possessives.

- **Oral and written conventions/spelling.** Students spell correctly. Students are expected to:
    - use phonological knowledge to match sounds to letters to construct unknown words;
    - spell words with common orthographic patterns and rules:
        - complex consonants (e.g., hard and soft *c* and *g*, *ck*);
        - *r*-controlled vowels;
        - long vowels (e.g., VCe–*hope*); and
        - vowel digraphs (e.g., *oo–book, fool*; *ee–feet*), diphthongs (e.g., *ou–out, ow–cow, oi–coil, oy–toy*);
    - spell high-frequency words from a commonly used list;
    - spell base words with inflectional endings (e.g., -*ing* and -*ed*);
    - spell simple contractions (e.g., *isn't*, *aren't*, *can't*); and
    - use resources to find correct spellings.

- **Research/research plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
    - generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
    - decide what sources of information might be relevant to answer these questions.

- **Research/gathering sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
  - ◊ gather evidence from available sources (natural and personal) as well as from interviews with local experts;
  - ◊ use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
  - ◊ record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- **Research/synthesizing information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.
- **Research/organizing and presenting ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.
- **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:
  - ◊ listen attentively to speakers and ask relevant questions to clarify information; and
  - ◊ follow, restate, and give oral instructions that involve a short related sequence of actions.
- **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.
- **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.

Source: The provisions of this §110.13 adopted to be effective September 4, 2008, 33 TexReg 7162.

Teaching Handwriting

Teaching handwriting requires patience on the part of the teacher and the student. Fine motor skills do not develop at a uniform rate in all children. The teacher should choose reasonable expectations and provide daily practice. Your child may not be able to form the letters perfectly in the beginning lessons, but will show progress with continued practice and encouragement. Keep handwriting sessions short to prevent fatigue and frustration. Feel free to tailor the worksheets to your student. If the student shows signs of fatigue, you may reduce the number of times the student is required to write each letter. Always supervise writing sessions to make sure your student is establishing proper writing habits and letter formations. Give frequent praise for letters that are well written and have your student erase and rewrite letters that are not formed correctly. It is very difficult to undo bad writing habits; therefore, it is well worth the effort to make sure the student learns the proper writing habits in the beginning.

The first step in teaching writing is to make sure the student is sitting in the proper position. Provide a flat surface on which the student's arms can rest comfortably. The student should sit up straight with the paper placed on the table parallel to the right forearm for the right-handed student and parallel to the left forearm for the left-handed student. The hand opposite to the writing hand should hold the paper in place. The pencil should be held with the thumb and first two fingers about ½ to 1 inch from the pencil lead with the hand slightly arched over the paper. Check to make sure your student does not grip the pencil too tightly because too much tension will be tiresome and painful.

Although many handwriting styles are available, the manuscript style included with this curriculum was chosen because it is similar to materials the student will be exposed to in reading. It is recommended that the teacher adhere closely to the formation of the letters as demonstrated in the Tracing Guide that follows this section. When a new letter is introduced, the teacher should demonstrate the correct letter formation by writing it on a chalkboard or dry erase board. Have the student practice the letter by skywriting in the air. Then have your student write the letter on a paper without lines. After your student has learned the correct letter formation, provide the handwriting worksheet and encourage your student to trace over the dotted lines to copy the letter. Finally, have your student write the letter on the lines provided on the worksheet.

Young children are often eager to learn to write their own names. It is recommended that you provide your student with frequent opportunities to practice this skill. **Please use the lined paper provided to make a worksheet with your student's name.** Write the name with dotted lines for the student to trace and then instruct the student to write his or her name on the remaining lines. When the student can write his or her first name independently, you may want to work on the last name. Be sure to consult the Tracing Guide to make sure you are teaching the correct letter formations. Point out to your student that the first letter in a name is always a capital letter and the other letters in the name should be lowercase letters.

Even though we live in a world filled with communication technology, legible handwriting is still an important skill. Young students are often eager to learn this new skill, but are sometimes

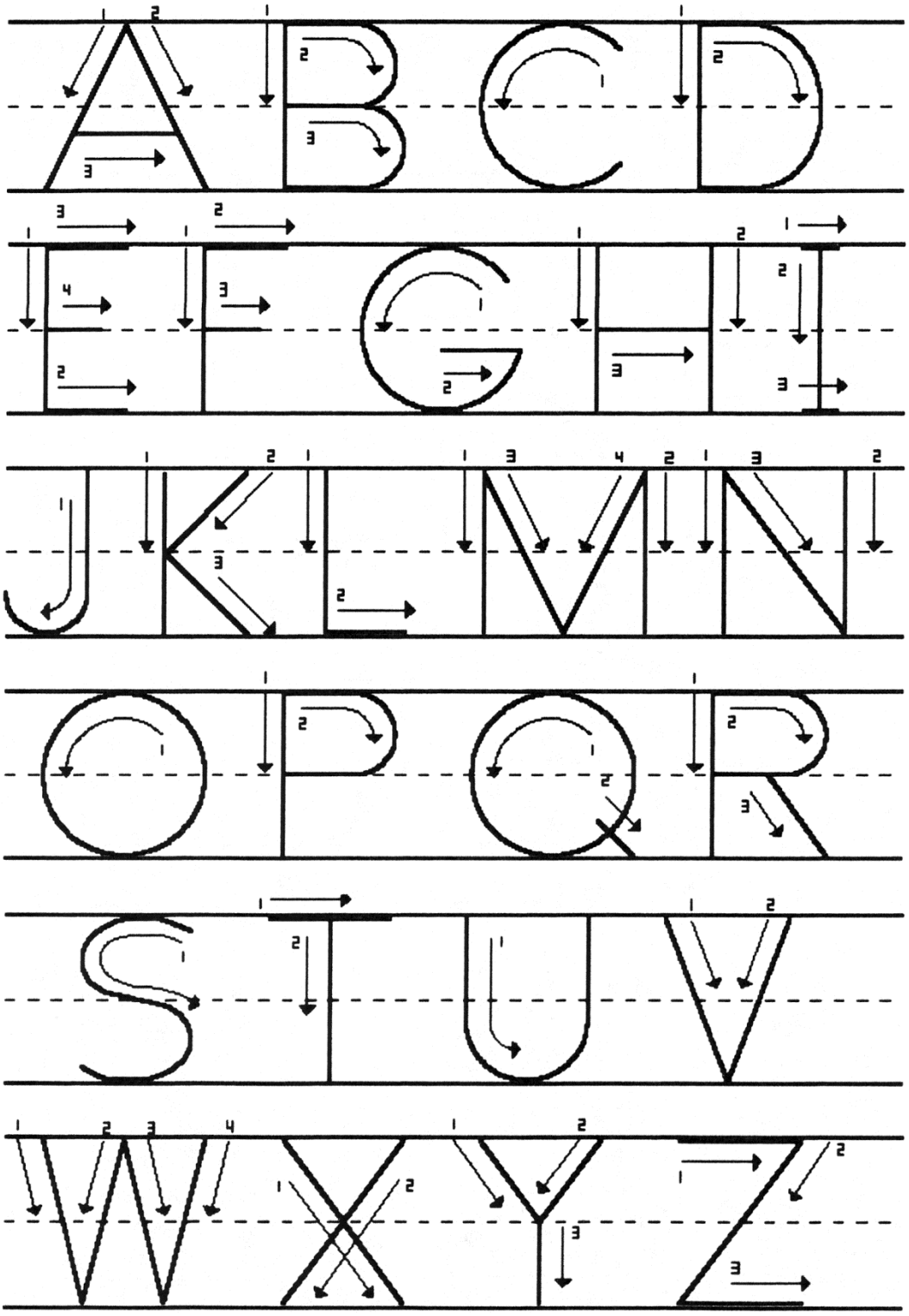
quickly overwhelmed if they do not have the guidance of an understanding teacher. Every effort should be made to make this new experience of learning to write letters and words as enjoyable as possible.

Your child's handwriting will be graded by the following rubric.

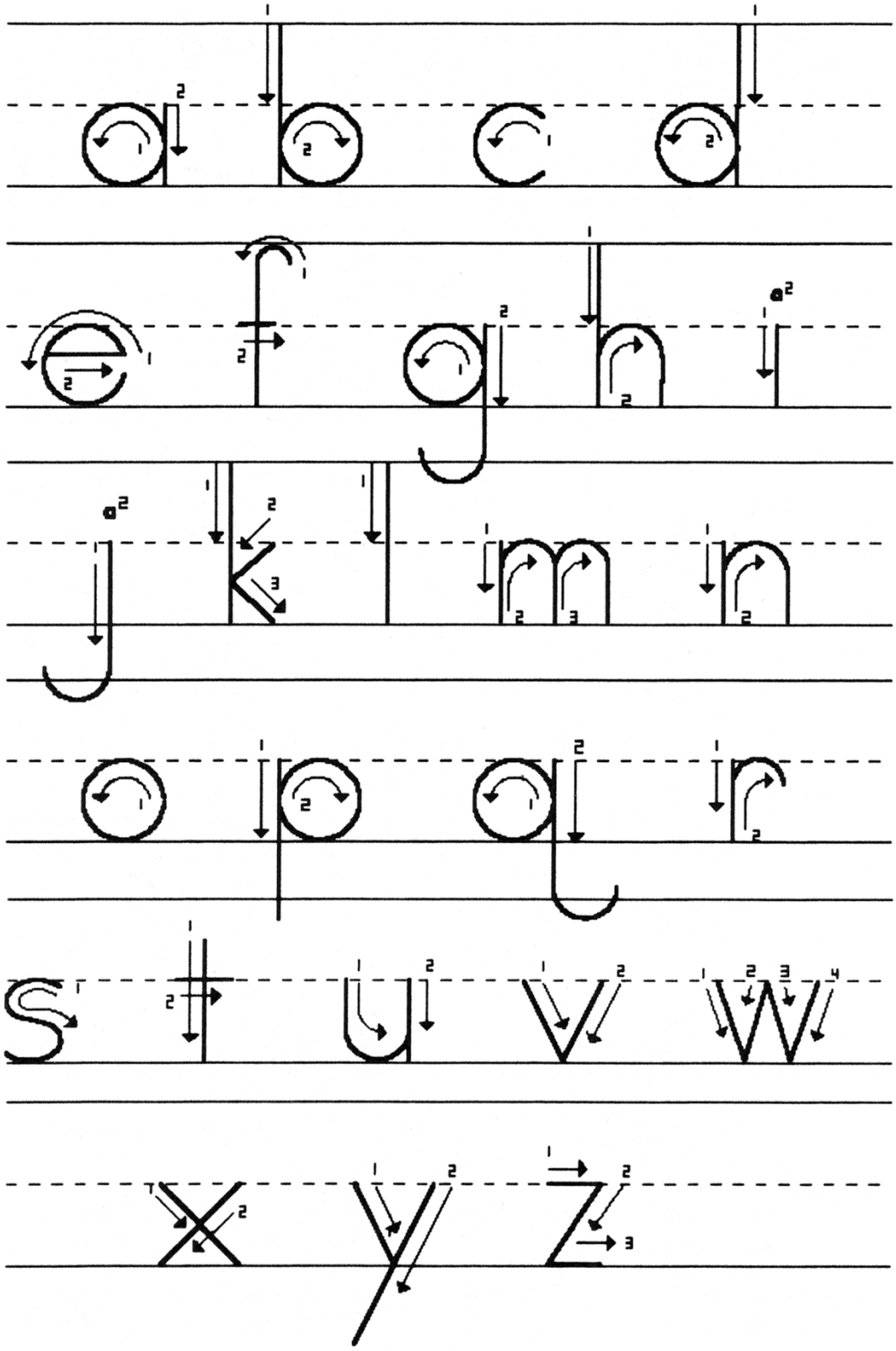
Manuscript Handwriting Rubric

Uniform Size	Vertical Alignment	Letter Formation	Correct Spacing	Neatness	Total Points
20 points	20 points	20 points	20 points	20 points	100 points

Tracing Guide



Tracing Guide



Make as many copies as necessary or use your own manuscript paper.

Help Your Child Learn to Write Well

This is a resource courtesy of the United States Department of Education Office of Educational Research and Improvement that parents can use to help their children learn how to write. Included are helpful hints and tips, and pointers for parents so their children can look at the world with an eye for expression and thought through writing.

American children must be ready to learn from the first day of school. And of course, preparing children for school is a historic responsibility of parents.

Should you help your child with writing?

Yes, if you want your child to:

- do well in school
- enjoy self-expression
- become more self-reliant

You know how important writing will be to your child's life. It will be important from first-grade through college and throughout adulthood.

Writing is:

Practical.

Most of us make lists, jot down reminders, and write notes and instructions at least occasionally.

Job-Related.

Professional and white-collar workers write frequently — preparing memos, letters, briefing papers, sales reports, articles, research reports, proposals, and the like. Most workers do *some* writing on the job.

Stimulating.

Writing helps to provoke thoughts and to organize them logically and concisely.

Social.

Most of us write thank-you notes and letters to friends at least now and then.

Therapeutic.

It can be helpful to express feelings in writing that cannot be expressed so easily by speaking.

The Office of Educational Research and Improvement (OERI) suggests that you help your child with writing. OERI believes you, a parent, can make a big difference. You can use helping strategies that are simple and fun. You can use them to help your child learn to write well — and to enjoy doing it! This article tells you how.

Things to Know

Writing is more than putting words on paper. It's a final stage in the complex process of communicating that begins with *thinking*. Writing is an especially important stage in communication, the intent being to leave no room for doubt. Has any country ratified a verbal treaty?

One of the first means of communication for your child is through drawing. Do encourage the child to draw and to discuss his/her drawings. Ask questions: What is the boy doing? Does the house look like ours? Can you tell a story about this picture?

Most children's basic speech patterns are formed by the time they enter school. By that time children speak clearly, recognize most letters of the alphabet, and may try to write. Show an interest in, and ask questions about, the things your child says, draws, and may try to write.

Writing well requires:

- **Clear thinking.** Sometimes the child needs to have his/her memory refreshed about a past event in order to write about it.
- **Sufficient time.** Children may have "stories in their heads" but need time to think them through and write them down. School class periods are often not long enough.
- **Reading.** Reading can stimulate a child to write about his/her own family or school life. If your child reads good books, he/she will be a better writer.
- **A Meaningful Task.** A child needs meaningful, not artificial, writing tasks. You'll find suggestions for such tasks in the section "Things To Do."
- **Interest.** All the time in the world won't help if there is nothing to write, nothing to say. Some of the reasons for writing include sending messages, keeping records, expressing feelings, or relaying information.
- **Practice.** And more practice.
- **Revising.** Students need experience in revising their work — i.e., seeing what they can do to make it clearer, more descriptive, more concise, etc.

Pointers for Parents

In helping your child to learn to write well, remember that your goal is to make writing easier and more enjoyable.

Provide a place. It's important for a child to have a good place to write — a desk or table with a smooth, flat surface and good lighting.

Have the materials. Provide plenty of paper — lined and unlined — and things to write with, including pencils, pens, and crayons.

Allow time. Help your child spend time thinking about a writing project or exercise. Good writers do a great deal of thinking. Your child may dawdle, sharpen a pencil, get papers ready, or look up the spelling of a word. Be patient — your child may be thinking.

Respond. Do respond to the ideas your child expresses verbally or in writing. Make it clear that you are interested in the true function of writing, which is to convey ideas. This means focusing on *what* the child has written, not *how* it was written. It's usually wise to ignore minor errors, particularly at the stage when your child is just getting ideas together.

Don't you write it! Don't write a paper for your child that will be turned in as his/her work. Never rewrite a child's work. Meeting a writing deadline, taking responsibility for the finished product, and feeling ownership of it are important parts of writing well.

Praise. Take a positive approach and say something good about your child's writing. Is it accurate? Descriptive? Thoughtful? Interesting? Does it say something?

Things To Do

Make it real. Your child needs to do real writing. It's more important for the child to write a letter to a relative than it is to write a one-line note on a greeting card. Encourage the child to write to relatives and friends. Perhaps your child would enjoy corresponding with a pen pal.

Suggest note-taking. Encourage your child to take notes on trips or outings and to describe what he/she saw. This could include a description of nature walks, a boat ride, a car trip, or other events that lend themselves to note-taking.

Brainstorm. Talk with your child as much as possible about his/her impressions and encourage the child to describe people and events to you. If the child's description is especially accurate and colorful, say so.

Encourage keeping a journal. This is excellent writing practice as well as a good outlet for venting feelings. Encourage your child to write about things that happen at home and school, about people he/she likes or dislikes and why, things to remember or things the child wants to do. Especially encourage your child to write about personal feelings — pleasures as well as disappointments. If the child wants to share the journal with you, read the entries and discuss them — especially the child's ideas and perceptions.

Write together. Have your child help you with letters, even such routine ones as ordering items from an advertisement or writing to a business firm. This helps the child to see firsthand that writing is important to adults and truly useful.

Use games. There are numerous games and puzzles that help a child to increase vocabulary and make the child more fluent in speaking and writing. Remember, building a vocabulary builds confidence. Try crossword puzzles, word games, anagrams, and cryptograms designed especially for children. Flash cards are good, too, and they're easy to make at home.

Suggest making lists. Most children like to make lists just as they like to count. Encourage this. Making lists is good practice and helps a child to become more organized. Boys and girls might make lists of their records, tapes, baseball cards, dolls, furniture in a room, etc. They could include items they want. It's also good practice to make lists of things to do, schoolwork, dates for tests, social events, and other reminders.

Encourage copying. If a child likes a particular song, suggest learning the words by writing them down — replaying the song on your stereo/tape player or jotting down the words whenever the song is played on a radio program. Also encourage copying favorite poems or quotations from books and plays.

OERI's strategies for helping children learn to write well are helping youngsters throughout the country. We hope they will help your child.

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Books and Materials for ELAR 2 this Semester

Textbooks

Texas Treasures: A Language Arts Program:

- *Texas Treasures, Book 2.1* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-200023-3
- *Texas Treasures Practice Book, Grade 2* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206203-3
- *Texas Treasures Grammar Practice Book, Grade 2* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206531-7
- *Texas Treasures Phonics/Spelling Practice Book Grade 2* (2011) Macmillan/McGraw-Hill ISBN 978-0-02-206278-1
- *Texas Treasures Grammar and Writing Handbook Grade 2 (2011)* Macmillan/McGraw-Hill ISBN 978-0-02-196941-8

Materials

- any fairy tale (student's choice)
- books about your state
- crayons or colored pencils
- dictionary
- dry erase board and markers
- encyclopedia
- index cards, 35
- marker, bold
- newspaper
- paper bag
- paper: construction, lined writing, plain white
- pencils
- reference books about art and artists
- thesaurus

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 1, Unit 2, and Unit 3. The semester grade is an average of the three unit grades. The unit grades will include a reading test, a grammar test, a composition, and a spelling test. Handwriting grades will be taken from the composition. The Units 1 and 2 assessments are located in their respective Unit folders in this online course; the Unit 3 assessment is in the Final Exam folder. The composition choices are given on the test.

The Unit assessments will be uploaded to Texas Tech University K-12 to be graded. After the student has finished each test, scan or take a digital photograph of the assigned pages showing his or her work. Combine the images into a ***single* PDF** (see "Requirements for Creating PDFs" on the course home page). When you save the document, use the naming convention given for each Unit Test as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and compositions

Unit 1, Day 25

The Unit 1 Exam consists of the following parts:

- Reading test
- Grammar test
- Spelling test
- Composition and Handwriting test

Unit 2, Day 50

The Unit 2 Exam consists of the following parts:

- Reading test
- Grammar test
- Spelling test
- Composition and Handwriting test

Unit 3, Day 75

The Unit 3 Exam consists of the following parts:

- Reading test
- Grammar test

- Spelling test
- Composition and Handwriting test