

ELA Curriculum
Grade Level: 2nd
Six Weeks: 3rd

Skills	Suggested Resources	Examples	TEKS
<p>LISTENING/ SPEAKING:</p> <p>Listen to stories and poems read aloud</p>	<p>Variety of children's literature</p>	<p><u>Molly's Pilgrim</u> <u>Bigfoot Cinderella</u> <u>Polar Express</u> <u>Twelve Days of Christmas</u></p>	<p>2.1</p>
<p>Participate in reader's theater plays</p>	<p>Reader's Theater Kit</p>		<p>2.3</p>
<p>Share personal stories at group time</p>	<p>Children volunteer stories</p>	<p>Morning Meeting, write stories on chart paper</p>	<p>2.3</p>
<p>Make a play</p>	<p><u>Elves and the Shoemaker</u></p>	<p>Students assigned parts from story, present play with props</p>	<p>2.3D</p>

READING			
<u>PHONICS</u>			
Vowel pairs: oo, oa, Open syllable vowels Review vccv and irregular words	Neuhaus	Daily review of phonics card deck, Neuhaus worksheets, Making Words Activities	2.5
Improve Fluency	Neuhaus Fluency Story and Rapid Word Recognition Cards	Read story daily for one week Time reading for Words Per Minute - WPM	2.6
Read regularly on independent reading level in self selected books	Stars Testing, TPRI to determine level. Use leveled AR books from library	Sustained Silent Reading Partner Reading	2.6A, 2.6D, 2.9D, 2.12F
Read regularly on instructional level	Stars Testing, TPRI, and Rigby to determine level. Guided Reading books from the reading resource library levels	Read with teacher in leveled reading groups	2.6B
Read orally	Story of the week, Guided reading books	Read with a partner, read chorally	2.6C
Read silently	AR books, story of the week, classroom library books	Sustained Silent Reading Time	2.6E
Vocabulary Development	Vocabulary words from anthology	Matching games, flashcards, use glossary	2.8

Story Elements	<u>How Popcorn Pops</u> <u>Cinderella</u> <u>Elves and the Shoemaker</u> <u>The Jolly Christmas Postman</u>	Story Map, Beginning-Middle-End (BME) books	2.9I, H, 2.11I,J,F
Sequencing	<u>How Popcorn Pops</u> <u>Cinderella</u> <u>Elves and the Shoemaker</u> <u>The Jolly Christmas Postman</u>	Sequence sentences from the story and illustrate	2.9C
Story Comprehension and Decoding	Guided Reading Books	Small group sessions, set up story (prior knowledge), purpose for reading, monitor comprehension, discuss story elements, KWL charts	2.9, 2.11G,F,C 2.12 C,
Respond to Stories	<u>How Popcorn Pops</u> <u>Cinderella</u> <u>Elves and the Shoemaker</u> <u>The Jolly Christmas Postman</u>	Reader's Response Journal	2.10A
ABC order to locate information	Harcourt Anthology Glossary	Look up definitions in glossary	2.12B
Read and Recognize Fairy Tale Elements	<u>Cinderella</u> <u>Princess and the Pea</u> <u>Snow White</u> <u>Elves and the Shoemaker</u>	Compare and Contrast Fairy Tales, Write a paragraph describing elements in a fairy tale	2.11D, 2.20A
Analyze Characters	<u>Cinderella</u>	Character Map Venn Diagram – compare/contrast Cinderella and step sisters	2.11 H

Analyze Setting	<u>Cinderella</u> <u>Cinder – Ella</u> <u>Cinderella Skeleton</u> <u>Big Foot Cinderella</u>	Discuss settings of each book and how it changes story. Illustrate the different settings.	2.11I
WRITING <u>PURPOSES</u> Write thoughts using correct grammar	Journals	Daily journal prompts	2.14, 2.18A
Compose a Friendly Letter	<u>Jolly Postman</u>	Write a letter to Santa	2.14
<u>HANDWRITING</u> Review manuscript letters	Handwriting Without Tears	Practice in Workbook, Air writing, model and practice on overhead	2.15
<u>SPELLING</u> Rabbit Rule V and VE X and QU	Neuhaus	Scientific Spelling Folder Spelling Die-namite Flip it Down Spelling Battleship	2.16