

Instructional Focus Document

Grade 2 English Language Arts and Reading

TITLE : Unit 05A: Research: Communicating Findings

SUGGESTED DURATION : 12 days

UNIT OVERVIEW

This unit bundles student expectations that address the use of reading and writing skills to create a research plan in order to gather and produce information about a topic and then organize the information for a presentation. Patterns in phonics and conventions continue to be practiced in order to reinforce fluent reading and writing.

In Unit 04, students engaged in reading a range of expository and procedural text and analyzed related media to establish a purpose for reading and writing. They continued to process sound/symbol relationships to encode and decode words. During this unit, students generate topics for research, create relevant questions, cite resources as evidence, and present information to a specific audience. Students become purposeful in their use of processes and strategies and continue to communicate and monitor comprehension while evaluating various forms of expository text used for their research. Word study continues by understanding common prefixes and suffixes while making the connections with conventions in writing. In preparation for third grade, students continue to identify main idea, describe order of events, explain purpose, locate facts, and infer while examining a variety of genres from previous units. In Unit 05B, students examine media by identifying purposes and techniques.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Awareness of word patterns and word parts support the development of word reading, fluency, spelling, and comprehension.	Conventions – Spelling Patterns – Fluency	ELAR Grade 2 Unit 05A – Performance Assessment 1 Click on the PA title to view related rubric. Read aloud a provided list of high-frequency words. Spell high-frequency words dictated by the teacher. Standard(s): 2.2G , 2.23A , 2.23C , ELPS.c.1B , ELPS.c.2A , ELPS.c.2B , ELPS.c.3A , ELPS.c.4A , ELPS.c.4B , ELPS.c.4C , ELPS.c.5A , ELPS.c.5B

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Readers monitor comprehension in order to understand an author's message and gather information.	Interpretation – Comprehension, Understand, Information Forms – Expository Text	ELAR Grade 2 Unit 05A – Performance Assessment 2 Click on the PA title to view related rubric.
Readers choose expository text to gain facts, main ideas, and details.	Elements – Main Idea, Facts, Details	

Choose and read an expository text. Periodically stop in the text, place a sticky note at each stopping point and write facts and details about the topic. When finished reading, identify the topic of the text and write it on a note card. On the back of the note card, write the main idea.

Standard(s): [2.14A](#), [2.14B](#), [2.14D](#), [2.Fig19D](#), [ELPS.c.1E](#), [ELPS.c.4D](#), [ELPS.c.4E](#), [ELPS.c.4G](#), [ELPS.c.4H](#), [ELPS.c.4I](#), [ELPS.c.5F](#), [ELPS.c.5G](#)

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Researchers gather information and systematically record the information they gather to gain knowledge and experience new discoveries.	Interpretation – Information, Knowledge, Discoveries Structures – Chart	ELAR Grade 2 Unit 05A – Performance Assessment 3 Click on the PA title to view related rubric. As a class, generate a list of topics of interest. Create a two-column chart on a self-selected topic from the list. In the left-side column write open-ended questions about the topic. Select a variety of sources and collect information to answer your questions. Record the answers in the right-side column. Standard(s): 2.24A, 2.24B, 2.25A, 2.25B, 2.25C, ELPS.c.1A, ELPS.c.1C, ELPS.c.1E, ELPS.c.2C, ELPS.c.2D, ELPS.c.2E, ELPS.c.2G, ELPS.c.2I, ELPS.c.3C, ELPS.c.3E, ELPS.c.3F, ELPS.c.4D, ELPS.c.4F, ELPS.c.4G, ELPS.c.4I, ELPS.c.5B, ELPS.c.5G

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Researchers inform and present ideas gathered through visual representation. Authors choose form for audience and purpose.	Interpretation – Information Perspective – Ideas Structures – Visual Representation, Diagram, Pictures Form – Composition, Visual	ELAR Grade 2 Unit 05A – Performance Assessment 4 Click on the PA title to view related rubric. Use information from the completed two-column chart to narrow your topic. From the information gathered use the writing process to write a brief composition to inform others about the topic. Create a visual (e.g., labeled drawing) to present the results of your research. Standard(s): 2.17A, 2.17B, 2.17C, 2.17D, 2.17E, 2.19A, 2.26A, 2.27A, ELPS.c.1E, ELPS.c.5B, ELPS.c.5C, ELPS.c.5D, ELPS.c.5E, ELPS.c.5F, ELPS.c.5G
Knowledge of word meaning enhances oral and written language.	Interpretation – Vocabulary	ELAR Grade 2 Unit 05A – Performance Assessment 5 Click on the PA title to view related rubric. Record multiple entries in a Word Study Notebook to demonstrate knowledge and use of strategies to determine word meanings. Use the notebook entries to support writing. Standard(s): 2.5B, 2.5C, 2.5D, ELPS.c.1A, ELPS.c.1C, ELPS.c.1E, ELPS.c.1F, ELPS.c.1H, ELPS.c.5B, ELPS.c.5F, ELPS.c.5G

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Readers make connections in order to understand.	Interpretation – Connections, Understanding, Reflection	ELAR Grade 2 Unit 05A – Performance Assessment 6 Click on the PA title to view related rubric. Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of expository text. Provide textual evidence to support ideas. Standard(s): 2.14C, 2.19C, 2.Fig19D, 2.Fig19F, ELPS.c.4D, ELPS.c.4E, ELPS.c.4F, ELPS.c.4G, ELPS.c.4J, ELPS.c.5C, ELPS.c.5G



MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

MISCONCEPTIONS:

- Some students believe that research topics must come from the teacher, when in fact students are engaged and more focused on the research process when the topic is of interest to them.
- Some students believe that sources are gathered from print only, when in actuality they need to also have the experience of interviewing local experts and using natural or personal sources when appropriate.

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UNIT VOCABULARY

- **Antonym** – a word that means the opposite or nearly the opposite of another word (e.g., son/daughter, top/bottom)
- **Synonym** – a word means the same or nearly the same as another word (e.g., happy/glad, mad/angry)
- **Open-ended research question** – a type of question used to encourage many possible responses rather than a single directed one (e.g., *What are the effects of watching TV while studying?*)
- **Source** – a book, website, newspaper, magazine, or person that supplies information

UNIT ASSESSMENT ITEMS	SYSTEM RESOURCES
Unit Assessment Items that have been published by your district may be accessed through Search All Components in the District Resources tab. Assessment items may also be found using the Assessment Creator if your district has granted access to that tool.	ELAR Grade 2 Phonics Scope and Sequence ELAR Kinder – Grade 3 Conventions Alignment Tools

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.			

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS Phonics: 2.2B.vi, 2.2G Vocabulary Development: 2.5B, 2.5C, 2.5D Spelling: 2.23C	Ongoing TEKS Phonics: 2.2A.i, 2.2A.ii, 2.2A.iii, 2.2A.iv, 2.2B.i, 2.2B.ii, 2.2B.iii, 2.2B.iv, 2.2B.v, 2.2C, 2.2D, 2.2F Vocabulary Development: 2.5A Spelling: 2.23A, 2.23D, 2.23F	Informal Language Sample Observation Data Teacher-Student Conference Checklist Rubric Reader's Notebook Reading Log Word Study handbook Writer's Notebook Oral Reading Fluency Check Portfolio
Shared Reading/Independent Reading	TEKS Phonics: 2.2G Strategies: 2.3B, 2.3C Vocabulary Development: 2.5B Expository Text: 2.14A, 2.14B, 2.14C, 2.14D,	Ongoing TEKS Print Awareness: 2.1A Phonics: 2.2H Strategies: 2.3A Fluency: 2.4A Independent Reading: 2.12A Culture and	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	2.19C Research Plan: 2.24A, 2.24B Gathering Sources: 2.25A, 2.25B, 2.25C, 2.26A Comprehension Skills: 2.Fig19D, 2.Fig19F	History: 2.13A Procedural Text: 2.15B Listening: 2.28A, 2.28B Speaking: 2.29A Teamwork: 2.30A Comprehension Skills: 2.Fig19A, 2.Fig19B, 2.Fig19C, 2.Fig19E	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	TEKS Writing Process: 2.17C, 2.17D Expository and Procedural Texts: 2.19A Handwriting, Capitalization, and Punctuation: 2.22C.iii Spelling: 2.23B.iv, 2.23C Research Plan: 2.24A Gathering Sources: 2.25C, 2.26A, 2.27A	Ongoing TEKS Writing Process: 2.17A, 2.17B, 2.17E Conventions: 2.21A.i, 2.21A.ii, 2.21A.iii, 2.21A.iv, 2.21A.v, 2.21A.vi, 2.21A.vii, 2.21B, 2.21C Handwriting, Capitalization, and Punctuation: 2.22A, 2.22B.i, 2.22B.ii, 2.22C.i, 2.22C.ii Spelling: 2.23A, 2.23B.i, 2.23B.ii, 2.23B.iii,	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
		2.23D, 2.23E, 2.23F Listening: 2.28A, 2.28B Speaking: 2.29A Teamwork: 2.30A	

The phase 2 College Readiness English Language Arts and Reading vertical alignment team found that the College Readiness Standards in English Language Arts and Reading are well aligned with the Texas Essential Knowledge and Skills.

TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	<u>Legend:</u> • <i>Knowledge and Skills Statements (TEKS) identified by TEA are in italicized, bolded, black text.</i> • Student Expectations (TEKS) identified by TEA are in bolded, black text. • Portions of the Student Expectations (TEKS) that are not included in this unit but are taught in previous or future units are indicated by a strike-through.	<u>Legend:</u> • Supporting information / clarifications (specificity) written by TEKS Resource System are in blue text. • Definitions from Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency / University of Texas System are in bolded, blue text. • <i>Unit-specific clarifications are in italicized, blue text.</i> • Information from Texas Education Agency (TEA) is labeled. • A Partial Specificity label indicates that a portion of the specificity not aligned to this unit has been removed.

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
2.2	<i>Reading/Beginning Reading Skills/Phonics.</i> <i>Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</i>	Note: Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of specific phonics skills by unit.
2.2B	Use common syllabication patterns to decode words including:	Use COMMON SYLLABICATION PATTERNS To decode Decode – apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension. WORDS INCLUDING: Note: The first syllable is usually accented in a two-syllable word.
2.2B.vi	vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)	Vowel digraph or vowel pair – two vowels that together represent one phoneme or sound (e.g., ea, ai, oa) Diphthong – A combination of two vowel sounds in one syllable to form a new phoneme Note: These are often referred to as vowel pair syllables. Refer to 2.2Aiv for related decoding skills and 2.23Biv for related spelling conventions.

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2.2G	Identify and read at least 300 high-frequency words from a commonly used list.	Identify, Read AT LEAST 300 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST Introduce 25-30 high-frequency words. High-frequency word – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading. Sight word – a word that is recognized immediately. <i>Note:</i> Sometimes sight words are thought to be only words that are irregular or high-frequency words; (e.g., on the Dolch and Fry lists) however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular. Possible examples of commonly used lists: • Dolch List of Basic Sight Words • Fry Instant Word List Note: Refer to 2.23C for related spelling conventions. Partial Specificity
2.3	<i>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i>	
2.3B	Ask relevant questions, seek clarification, and locate facts and details about stories and other	Ask

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	texts and support answers with evidence from text.	RELEVANT QUESTIONS Including, but not limited to: • Literal questions – (e.g., Who is the main character? What is the story setting? What is the topic?) • Refer to 2.Fig19B Seek CLARIFICATION Including, but not limited to: • Use background knowledge • Re-read a portion of the text • Ask for help Locate FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS Including, but not limited to: • Use text features to locate facts and details • Identify key words • Re-read relevant portions of text Support ANSWERS WITH EVIDENCE FROM TEXT

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Including, but not limited to: Identify specific textual evidence (details, facts) to support answers STAAR Note: Leads to <i>Supporting Standard 3.2B</i>
2.3C	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).	Establish PURPOSE FOR READING SELECTED TEXTS Possible examples of purposes for reading: - To learn - To follow directions - For enjoyment - Refer to 2.Fig19A Monitor COMPREHENSION, MAKING CORRECTIONS, AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN Including, but not limited to: - Identify clues - Use background knowledge - Generate questions - Re-read a portion aloud - Create sensory images

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Ask for help • Refer to 2.Fig19C
2.5	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>	
TxCCRS	<i>E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</i>	
2.5B	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	Use CONTEXT Context – the words, sentences, or passages that precede or follow a specific word, sentence, or passage Including, but not limited to: • Context clues – using other words and sentences that are around the unfamiliar or multiple-meaning word to determine its meaning To determine THE RELEVANT MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS Multiple-meaning word – a word that has more than one meaning (e.g., trunk) STAAR Note:

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Leads to <i>Readiness Standard 3.4B</i>
2.5C	Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.	Identify, Use COMMON WORDS THAT ARE OPPOSITE (ANTONYMS), OR SIMILAR (SYNONYMS) IN MEANING Including, but not limited to: • Antonym – a word that means the opposite or nearly the opposite of another word (e.g., son/daughter, top/bottom) • Synonym – a word means the same or nearly the same as another word (e.g., happy/glad, mad/angry) STAAR Note: Leads to <i>Supporting Standard 3.4C</i>
2.5D	Alphabetize a series of words and use a dictionary or a glossary to find words.	Alphabetize A SERIES OF WORDS Including, but not limited to: • Words to the second or third letter Use A DICTIONARY OR GLOSSARY TO FIND WORDS Including, but not limited to: • Use guide words and/or knowledge of alphabetic order to find words

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Guide word – the first and last word defined on a page in a dictionary
2.Fig19	<i>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:</i>	
TxCCRS	CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors	
TxCCRS	CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum	
2.Fig19D	Make inferences about text using textual evidence to support understanding.	Make INFERENCES ABOUT TEXT Inference – a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions. Using TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING

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		Textual evidence – specific details or facts found in text that support what is inferred STAAR Note: Leads to <i>Readiness/Supporting Standard 3.Fig19D</i>
2.Fig19F	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Make CONNECTIONS TO Including, but not limited to: • Own experiences – things done or seen • Ideas in other text – concepts that connect one text with another text • Larger community – a group of people that have the same interest or live in the same area Discuss TEXTUAL EVIDENCE Textual evidence – specific details or facts found in text that support what is inferred
2.14	<i>Reading/Comprehension of Informational Text/Expository Text.</i> <i>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:</i>	
TxCCRS	<i>E/LAS.II.A - English/Language Arts/Reading.</i> <i>Locate explicit textual information and draw</i>	

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	<i>complex inferences, analyze, and evaluate the information within and across texts of varying lengths.</i>	
2.14A	Identify the main idea in a text and distinguish it from the topic.	Identify THE MAIN IDEA IN A TEXT Main idea – the overall message of a text or section of a text (e.g., Polar bears are becoming endangered.) Distinguish IT FROM THE TOPIC Topic – the subject of the text (e.g., polar bears) STAAR Note: Leads to <i>Readiness Standard 3.13A</i>
2.14B	Locate the facts that are clearly stated in a text.	Locate THE FACTS THAT ARE CLEARLY STATED IN A TEXT Including, but not limited to: - Identify facts within text - Use text features (e.g., headings, diagrams, pictures) to locate information Note:

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		Refer to 2.3B for related beginning reading strategies. STAAR Note: Leads to <i>Readiness Standard</i> 3.13A
2.14C	Describe the order of events or ideas in a text.	Describe THE ORDER OF EVENTS OR IDEAS IN A TEXT Possible examples of time-order transition words to be used when retelling: • First, second, next, after, finally Note: Refer to 2.21Avii for skills related to time-order transition words.
2.14D	Use text features (e.g., table of contents, index, headings) to locate specific information in text.	Use TEXT FEATURES TO LOCATE SPECIFIC INFORMATION Including, but not limited to: • Table of contents • Index • Headings Other possible examples of text features: • Bold and italicized text • Captions • Charts and graphs • Glossary

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		• Illustrations and photographs • Subheading Note: Refer to 2.15B for related text feature skills in procedural text. STAAR Note: Leads to <i>Readiness Standard 3.13D</i>
2.17	<i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i>	
TxCCRS	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
2.17C	Revise drafts by adding or deleting words, phrases, or sentences.	Revise DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience Including, but not limited to: • Include sensory details and descriptive words to enhance the message

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Use time-order transition words to improve coherence and organization • Delete unnecessary words, phrases, or sentences that distract from the message Descriptive words – typically adjectives that describe a noun Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas. Possible examples of time-order transition words: • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process. STAAR Note: Leads to <i>Readiness Standard 4.15C</i>
2.17D	Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	Edit DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC Including, but not limited to: • Conventions/Grammar (refer to 2.21Ai-viiB) • Capitalization (refer to 2.22Bi-iii) • Punctuation (refer to 2.22Ci-iii)

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Spelling (refer to 2.23ABi-ivCDE) • Use resources to find correct spellings (refer to 2.23F) Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling. STAAR Note: Leads to <i>Readiness Standard</i> 4.15D
2.19	<i>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:</i>	
TxCCRS	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
2.19A	Write brief compositions about topics of interest to the student.	Write BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT Including, but not limited to: • To explain • To inform

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		STAAR Note: Leads to <i>Readiness Standard 4.18A</i>
2.19C	Write brief comments on literary or informational texts.	Partial Specificity Write BRIEF COMMENTS ON INFORMATIONAL TEXTS Possible examples: Ideas, reflections, responses to text, connections
2.22	<i>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>	
2.22C	Recognize and use punctuation marks, including:	Recognize, Use PUNCTUATION MARKS INCLUDING:
2.22C.iii	apostrophes and possessives	Partial Specificity Including, but not limited to: Use apostrophes to show singular possession (e.g., <u>Joe's</u> car is blue. The <u>cat's</u> fur is brown.) Note: Refer to 2.2F for related phonics skills

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SUGGESTED DURATION : 12 days

TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
2.23	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
2.23B	Spell words with common orthographic patterns and rules:	Spell WORDS WITH COMMON ORTHOGRAPHIC PATTERNS AND RULES: Orthographic pattern – the visual representation of the arrangement of letters in a given language
2.23B.iv	vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)	Digraph – two successive letters that represent a single speech sound (e.g., oo in moon) Diphthong – a combination of two vowel sounds in one syllable to form a new phoneme (e.g., /ow/ in howl, /ou/ in cloud, and /oi/ in boil; in Spanish, /ui/ in fui, /ie/ in viernes, and /oi/ in oigan) Note: Refer to 2.2Aiv, Bvi for related phonics skills.
2.23C	Spell high-frequency words from a commonly used list.	Spell HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST High-frequency words – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.

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		Possible examples of commonly used lists: • Dolch List of Basic Sight Words • Fry Instant Word List Note: Refer to 2.2G for related beginning reading skills.
2.24	<i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i>	
<i>TxCCRS</i>	<i>E/LAS.V.A - English/Language Arts/Research. Formulate topic and questions.</i>	
<i>TxCCRS</i>	<i>CDS.II.C - Cross-Disciplinary Standards/Foundational Skills. Research across the curriculum</i>	
<i>TxCCRS</i>	<i>CDS.II.C3 - Cross-Disciplinary Standards/Foundational Skills. Refine research topic based on preliminary research and devise a timeline for completing work.</i>	
2.24A	Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics.	Generate A LIST OF TOPICS OF CLASS-WIDE INTEREST Formulate OPEN-ENDED QUESTIONS ABOUT ONE OR TWO OF THE TOPICS

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		Open-ended research question – a type of question used to encourage many possible responses rather than a single directed one (e.g., <i>What are the effects of watching TV while studying?</i>)
2.24B	Decide what sources of information might be relevant to answer these questions.	Decide WHAT SOURCES OF INFORMATION MIGHT BE RELEVANT TO ANSWER THESE QUESTIONS Possible examples of sources: • Books, websites, newspapers, magazines, librarians, local experts
2.25	<i>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:</i>	
TxCCRS	<i>E/LAS.V.B - English/Language Arts/Research. Select information from a variety of sources.</i>	
TxCCRS	<i>E/LAS.V.B1 - English/Language Arts/Research. Gather relevant sources.</i>	
TxCCRS	<i>E/LAS.V.B4 - English/Language Arts/Research. Use source material ethically.</i>	
2.25A	Gather evidence from available sources (natural and personal) as well as from interviews with local experts.	Gather EVIDENCE FROM AVAILABLE SOURCES (NATURAL AND PERSONAL) AS WELL AS FROM

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		INTERVIEWS WITH LOCAL EXPERTS Including, but not limited to: Determine, locate, and explore relevant sources (e.g., books, websites, newspapers, magazines, librarians, local experts) that address the research question Natural source – artifact created by nature and not man (e.g., bones, shells, seeds) Personal source – journal, field journal
2.25B	Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information.	Use TEXT FEATURES IN AGE- APPROPRIATE REFERENCE WORKS (e.g., PICTURE DICTIONARIES) TO LOCATE INFORMATION Including, but not limited to: - Table of contents - Alphabetized index - Headings Other possible examples of text features: - Bold and italicized text - Captions - Charts and graphs - Glossary - Illustrations and photographs - Subheading

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		Possible examples of age-appropriate reference works: • Encyclopedia, atlas, dictionary Note: Refer to 2.14D for related text features skills.
2.25C	Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	Record BASIC INFORMATION IN SIMPLE VISUAL FORMAT Including but not limited to: • Notes • Charts • Picture graphs • Diagrams Other possible examples of visual formats: • Timelines, webs, concept maps
2.26	<i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i>	
TxCCRS	<i>E/LAS.V.B2 - English/Language Arts/Research. Evaluate the validity and reliability of sources.</i>	

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<i>TxCCRS</i>	<i>E/LAS.V.B3 - English/Language Arts/Research. Synthesize and organize information effectively.</i>	
<u>2.26A</u>	Revise the topic as a result of answers to initial research questions.	Revise THE TOPIC AS A RESULT OF ANSWERS TO INITIAL RESEARCH QUESTIONS Possible examples of topic revision: • Narrow the topic • Broaden the topic
<u>2.27</u>	<i>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:</i>	
<i>TxCCRS</i>	<i>E/LAS.V.C - English/Language Arts/Research. Produce and design a document.</i>	
<u>2.27A</u>	Create a visual display or dramatization to convey the results of the research (with adult assistance).	Create (with adult assistance) A VISUAL DISPLAY OR DRAMATIZATION TO CONVEY THE RESULTS OF THE RESEARCH Including, but not limited to: • Present ideas and information according to the purpose of the research and the audience Possible examples of visual displays:

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		Web 2.0 tools, poster, brochure, diorama

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<i>The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.</i> School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum. School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 Choose appropriate ELPS to support instruction.	
ELPS.c.1	<i>The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English
ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
ELPS.c.1F	use accessible language and learn new and essential language in the process
ELPS.c.1G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations
ELPS.c.1H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
ELPS.c.2	<i>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.2A	distinguish sounds and intonation patterns of English with increasing ease
ELPS.c.2B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
ELPS.c.2C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
ELPS.c.2D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
ELPS.c.2E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
ELPS.c.2F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
ELPS.c.2G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.2H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
ELPS.c.2I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
ELPS.c.3	<i>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.3A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible
ELPS.c.3B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
ELPS.c.3C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
ELPS.c.3D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
ELPS.c.3E	share information in cooperative learning interactions
ELPS.c.3F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
ELPS.c.3G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
ELPS.c.3H	narrate, describe, and explain with increasing specificity and detail as more English is acquired

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.3I	adapt spoken language appropriately for formal and informal purposes
ELPS.c.3J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
ELPS.c.4	<i>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</i>
ELPS.c.4A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
ELPS.c.4B	recognize directionality of English reading such as left to right and top to bottom
ELPS.c.4C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
ELPS.c.4D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
ELPS.c.4E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
ELPS.c.4F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
ELPS.c.4G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
ELPS.c.4H	read silently with increasing ease and comprehension for longer periods
ELPS.c.4I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	content area needs
ELPS.c.4J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
ELPS.c.4K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	<i>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</i>
ELPS.c.5A	learn relationships between sounds and letters of the English language to represent sounds when writing in English
ELPS.c.5B	write using newly acquired basic vocabulary and content-based grade-level vocabulary
ELPS.c.5C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
ELPS.c.5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
ELPS.c.5E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
ELPS.c.5F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
ELPS.c.5G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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