

Instructional Focus Document

Grade 2 English Language Arts and Reading

TITLE : Unit 05B: Media Method

SUGGESTED DURATION : 8 days

UNIT OVERVIEW

This unit bundles student expectations that address various media to emphasize the influence of techniques and conventions and to show how these aspects of media work equally to give meaning. Patterns in phonics and conventions continue to be introduced and practiced in order to reinforce fluent reading and writing.

In Grade 01, students examined media by identifying the purposes of media (e.g., informational, entertainment) and techniques used in media such as sound and movement. During this unit, students explore media including digital media (e.g., email, websites, video games) to identify purposes, techniques (e.g., sound, movement, visuals) and written conventions (e.g., structure) specific to the media form. They continue to communicate and monitor comprehension while reading various forms of media. Word work continues by using affixes to determine meanings and using resources and patterns of language to gain understanding of the knowledge of spelling. Main idea, sequence, purpose, and locating facts are skills that are addressed while examining many forms of media through a variety of genres introduced in previous units. Students continue revising and editing drafts to practice conventions of written language and become familiar with persuasive text for the purpose of writing persuasive statements that are important to the student and for multiple audiences. In Unit 06, students revisit a variety of literary and expository texts to strengthen reading comprehension by establishing purposes for reading, asking literal questions, making inferences, and making personal connections.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Awareness of word patterns supports the development of word reading, fluency, and spelling.	Patterns – Phonics, Spelling	<p>ELAR Grade 2 Unit 05B – Performance Assessment 1 Click on the PA title to view related rubric.</p> <p>Decode a list of words containing vowel digraphs and diphthongs. Spell dictated words containing vowel digraphs and diphthongs.</p> <p>Standard(s): 2.2A.iv, 2.2B.vi, 2.23A, 2.23B.iv, ELPS.c.2A, ELPS.c.2B, ELPS.c.3A, ELPS.c.4A, ELPS.c.4B, ELPS.c.4C, ELPS.c.5A, ELPS.c.5B, ELPS.c.5C</p>

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Writers use elements and structures to allow readers to follow ideas.	Structure – Beginning, Middle , End, Chronological Order	<p>ELAR Grade 2 Unit 05B – Performance Assessment 2 Click on the PA title to view related rubric.</p>
An understanding of conventions of written language transfers to forms of written expression.	Form – Story, Composition Conventions – Written Conventions	
Readers identify purpose, techniques, and written conventions to understand meaning in media.	Purpose – Inform, Entertain, Persuade, Influence, Explain Techniques – Sound, Movement, Visuals Conventions – Media Conventions Interpretation – Understand, Meaning	<p>ELAR Grade 2 Unit 05B – Performance Assessment 3 Click on the PA title to view related rubric.</p> <p>Use the writing process and appropriate conventions to write a brief story or composition. Use a colored pencil to make 3-5 revisions to enhance or clarify the meaning/message. Standard(s): 2.17A, 2.17B, 2.17C, 2.17D, 2.17E, 2.19A, 2.23C, ELPS.c.5A, ELPS.c.5C, ELPS.c.5D, ELPS.c.5E, ELPS.c.5F, ELPS.c.5G</p> <p>Examine two media pieces with different purposes (at least one needs to be persuasive). For each piece, complete a web organizer to describe its purpose and the techniques used. Identify the written conventions of digital media if applicable. Standard(s): 2.3C, 2.16A, 2.16B, 2.16C, 2.Fig19D, ELPS.c.1E, ELPS.c.1H, ELPS.c.2F, ELPS.c.4F, ELPS.c.4G, ELPS.c.5G</p>

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
<p>Awareness of word patterns supports the development of word reading, fluency, and spelling.</p> <p>Knowledge of word meaning enhances oral and written language</p> <p>An understanding of conventions of written language transfers to forms of written expression.</p>	<p>Patterns – Spelling</p> <p>Interpretation – Vocabulary</p> <p>Conventions – Written Conventions</p>	<p>ELAR Grade 2 Unit 05B – Performance Assessment 4 Click on the PA title to view related rubric.</p> <p>Record multiple entries in a Word Study Notebook to demonstrate knowledge of spelling patterns (vowel digraphs and diphthongs), written conventions (apostrophes in contractions and possessives), and use of strategies to determine word meanings. Use the notebook entries to support writing.</p> <p>Standard(s): 2.5C, 2.22C.ii, 2.22C.iii, 2.23A, 2.23B.iv, ELPS.c.1A, ELPS.c.1B, ELPS.c.1C, ELPS.c.1E, ELPS.c.1F, ELPS.c.1H, ELPS.c.5A, ELPS.c.5B, ELPS.c.5E</p>
<p>Readers make connections in order to understand.</p>	<p>Interpretation – Connections, Understanding, Reflection</p>	<p>ELAR Grade 2 Unit 05B – Performance Assessment 5 Click on the PA title to view related rubric.</p> <p>Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of informational text and related media. Provide textual evidence to support ideas.</p> <p>Standard(s): 2.3C, 2.13A, 2.16C, 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</p>

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 MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS
<p>MISCONCEPTIONS:</p> <ul style="list-style-type: none"> Some students believe that media literacy only includes printed material, but actually it includes digital media such as video games, web sites, and email.

UNIT VOCABULARY
<ul style="list-style-type: none"> Purpose – the intended goal of a piece of writing; the reason a person writes Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social) Digital media – electronic media that work on digital codes (as opposed to analog media). Examples include e-mail, digital videos, e-books, Internet, video games, and interactive media. Persuasive text – text written with the intent to persuade or convince the reader of something

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 , 2.2E , 2.2G Vocabulary Development: 2.5B , 2.5C , 2.5D Spelling: 2.23A , 2.23B.iv , 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 , 2.2H Vocabulary Development: 2.5A Spelling: 2.23B.i , 2.23B.ii , 2.23B.iii , 2.23D , 2.23E , 2.23F	Informal Language Sample Observation Data Teacher-Student Conference Checklist Rubric Reader's Notebook Reading Log Word Study Notebook Writer's Notebook Oral Reading Fluency Check Portfolio

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Shared Reading/Independent Reading	TEKS Strategies: 2.3B, 2.3C Vocabulary Development: 2.5B Culture and History: 2.13A Media Literacy: 2.16A, 2.16B, 2.16C, 2.19C Comprehension Skills: 2.Fig19D, 2.Fig19F	Ongoing TEKS Print Awareness: 2.1A Phonics: 2.2H Strategies: 2.3A Fluency: 2.4A Independent Reading: 2.12A Expository Text: 2.14A, 2.14B, 2.14C, 2.14D 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 Persuasive Texts: 2.20A Handwriting, Capitalization, and Punctuation: 2.22C.iii Spelling: 2.23A, 2.23B.iv, 2.23C	Ongoing TEKS Writing Process: 2.17A, 2.17B, 2.17E Literary Texts: 2.18A 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: 2.23B.i,	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
		<p>2.23B.ii, 2.23B.iii, 2.23D, 2.23E, 2.23F</p> <p>Listening: 2.28A, 2.28B</p> <p>Speaking: 2.29A</p>	

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
	<p><u>Legend:</u></p> <ul style="list-style-type: none"> <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. 	<p><u>Legend:</u></p> <ul style="list-style-type: none"> 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. 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)	<div style="text-align: right;">Partial Specificity</div> <p><i>Review and practice previously introduced vowel digraphs and diphthongs.</i></p> <p>Vowel digraph or vowel pair – two vowels that together represent one phoneme or sound (e.g., ea, ai, oa)</p> <p>Diphthong – A combination of two vowel sounds in one syllable to form a new phoneme</p> <p>Note:</p>

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		<p>These are often referred to as vowel pair syllables. Refer to 2.2Aiv for related decoding skills and 2.23Biv for related spelling conventions.</p>
2.2E	Identify and read abbreviations (e.g., Mr., Ave.).	<p>Identify, Read</p> <p>ABBREVIATIONS</p> <p>Abbreviation – a shortened form of a word used to save time, space, and energy when writing</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Abbreviations for titles: Mr., Mrs., Ms., Dr. • Abbreviations for road or street types: Ave., St., Rd. <p>Other possible examples of abbreviations:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year
2.2G	Identify and read at least 300 high-frequency words from a commonly used list.	<p>Identify, Read</p> <p>AT LEAST 300 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p><i>Introduce 25-30 high-frequency words.</i></p> <p>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.</p>

Partial Specificity

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		<p>Sight word – a word that is recognized immediately. <i>Note: 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.</i></p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> • Dolch List of Basic Sight Words • Fry Instant Word List <p>Note: Refer to 2.23C for related spelling conventions.</p>
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 texts and support answers with evidence from text.	<p>Ask</p> <p>RELEVANT QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Literal questions – (e.g., Who is the main character? What is the story setting? What is the topic?) • Refer to 2.Fig19B <p>Seek</p> <p>CLARIFICATION</p>

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		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Re-read a portion of the text • Ask for help <p>Locate</p> <p>FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use text features to locate facts and details • Identify key words • Re-read relevant portions of text <p>Support</p> <p>ANSWERS WITH EVIDENCE FROM TEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify specific textual evidence (details, facts) to support answers <p>STAAR Note: Leads to <i>Supporting Standard 3.2B</i></p>
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	<p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXTS</p>

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	knowledge, generating questions, re-reading a portion aloud).	<p>Possible examples of purposes for reading:</p> <ul style="list-style-type: none"> • To learn • To follow directions • For enjoyment • Refer to 2.Fig19A <p>Monitor</p> <p>COMPREHENSION, MAKING CORRECTIONS, AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify clues • Use background knowledge • Generate questions • Re-read a portion aloud • Create sensory images • Ask for help • Refer to 2.Fig19C
<u>2.5</u>	<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>	

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
2.5B	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	<p>Use</p> <p>CONTEXT</p> <p>Context – the words, sentences, or passages that precede or follow a specific word, sentence, or passage</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Context clues – using other words and sentences that are around the unfamiliar or multiple-meaning word to determine its meaning <p>To determine</p> <p>THE RELEVANT MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS</p> <p>Multiple-meaning word – a word that has more than one meaning (e.g., trunk)</p> <p>STAAR Note: Leads to <i>Readiness Standard 3.4B</i></p>
2.5C	Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.	<p>Identify, Use</p> <p>COMMON WORDS THAT ARE OPPOSITE (ANTONYMS), OR SIMILAR (SYNONYMS) IN MEANING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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,

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		<p>mad/angry)</p> <p>STAAR Note: Leads to <i>Supporting Standard 3.4C</i></p>
2.5D	Alphabetize a series of words and use a dictionary or a glossary to find words.	<p>Alphabetize</p> <p>A SERIES OF WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Words to the second or third letter <p>Use</p> <p>A DICTIONARY OR GLOSSARY TO FIND WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use guide words and/or knowledge of alphabetic order to find words <p>Guide word – the first and last word defined on a page in a dictionary</p>
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</i>	

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	<i>is expected to:</i>	
<i>TxCCRS</i>	<i>CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors</i>	
<i>TxCCRS</i>	<i>CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum</i>	
<u>2.Fig19D</u>	Make inferences about text using textual evidence to support understanding.	<p>Make</p> <p>INFERENCES ABOUT TEXT</p> <p>Inference – a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p> <p>Using</p> <p>TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p> <p>STAAR Note: Leads to <i>Readiness/Supporting Standard 3.Fig19D</i></p>
<u>2.Fig19F</u>	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<p>Make</p> <p>CONNECTIONS TO</p> <p>Including, but not limited to:</p>

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		<ul style="list-style-type: none"> • 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 <p>Discuss</p> <p>TEXTUAL EVIDENCE</p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p>
2.13	<i>Reading/Comprehension of Informational Text/Culture and History.</i> <i>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:</i>	
TxCCRS	<i>E/LAS.II.C - English/Language Arts/Reading.</i> <i>Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</i>	
2.13A	Identify the topic and explain the author's purpose in writing the text.	<p>Identify</p> <p>THE TOPIC</p> <p>Topic – what the author is writing about, the subject (e.g., polar bears)</p>

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		<p>Explain</p> <p>THE AUTHOR'S PURPOSE IN WRITING THE TEXT</p> <p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • To inform • To explain • To persuade or influence
<u>2.16</u>	<p>Reading/Media Literacy.</p> <p><i>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p>	
TxCCRS	<p>E/LAS.IV.A - English/Language Arts/Listening.</p> <p><i>Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</i></p>	
TxCCRS	<p>CDS.I.B - Cross-Disciplinary Standards/Key Cognitive Skills. Reasoning</p>	
TxCCRS	<p>CDS.II.E - Cross-Disciplinary Standards/Foundational Skills. Technology</p>	

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2.16A	Recognize different purposes of media (e.g., informational, entertainment).	<p>Recognize</p> <p>DIFFERENT PURPOSES OF MEDIA</p> <p>Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To inform • To entertain • To persuade <p>Possible examples of forms of media:</p> <ul style="list-style-type: none"> • Commercials, newspapers, magazines, product labels, websites
2.16B	Describe techniques used to create media messages (e.g., sound, graphics).	<p>Describe</p> <p>TECHNIQUES USED TO CREATE MEDIA MESSAGES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sound (e.g., background music, volume) • Visual (e.g., movement , graphics, images)
2.16C	Identify various written conventions for using digital media (e.g., e-mail, website, video game).	<p>Identify</p>

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<p>VARIOUS WRITTEN CONVENTIONS FOR USING DIGITAL MEDIA</p> <p>Digital media – electronic media that work on digital codes (as opposed to analog media). Examples include e-mail, digital videos, e-books, Internet, video games, and interactive media.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • E-mail (e.g., subject line, address in electronic format, send, emoticon) • Website (e.g., URL, banners, phrases, sidebar navigation, link, pop-up) • Video game (e.g., captions, menu, options)
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.	<p>Revise</p> <p>DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE</p>

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		<p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Include sensory details and descriptive words to enhance the message • Use time-order transition words to improve coherence and organization • Delete unnecessary words, phrases, or sentences that distract from the message <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>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.</p> <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p> <p>STAAR Note: Leads to <i>Readiness Standard 4.15C</i></p>
2.17D	Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	<p>Edit</p> <p>DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED</p>

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Grade 2 English Language Arts and Reading

TITLE : Unit 05B: Media Method

SUGGESTED DURATION : 8 days

TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<p>RUBRIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to 2.21Ai-viiB) • Capitalization (refer to 2.22Bi-iii) • Punctuation (refer to 2.22Ci-iii) • Spelling (refer to 2.23ABi-ivCDE) • Use resources to find correct spellings (refer to 2.23F) <p>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</p>
<u>2.19</u>	<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>	

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TITLE : Unit 05B: Media Method

SUGGESTED DURATION : 8 days

TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
2.19A	Write brief compositions about topics of interest to the student.	<p>Write</p> <p>BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To explain • To inform <p>STAAR Note: Leads to <i>Readiness Standard</i> 4.18A</p>
2.19C	Write brief comments on literary or informational texts.	<p>Write</p> <p>BRIEF COMMENTS ON INFORMATIONAL TEXTS</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Ideas, reflections, responses to text, connections
2.20	<i>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:</i>	
2.20A	Write persuasive statements about issues that are important to the student for the appropriate	Write

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	audience in the school, home, or local community.	<p>PERSUASIVE STATEMENTS ABOUT ISSUES THAT ARE IMPORTANT TO THE STUDENT FOR THE APPROPRIATE AUDIENCE IN THE SCHOOL, HOME, OR LOCAL COMMUNITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Determine an issue of personal importance • Determine an appropriate audience • Write persuasive statements about the selected issue <p>Persuasive text – text written with the intent to persuade or convince the reader of something</p> <p>Note: In grade 3, students write persuasive essays. In grade 2, students write persuasive statements, which may range from a single remark to a brief paragraph.</p>
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:	<p>Recognize, Use</p> <p>PUNCTUATION MARKS INCLUDING:</p>
2.22C.iii	apostrophes and possessives	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use apostrophes to show singular possession (e.g., <u>Joe's</u> car is blue. The <u>cat's</u> fur is brown.)

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TITLE : Unit 05B: Media Method

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to 2.2F for related phonics skills.
2.23	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
2.23A	Use phonological knowledge to match sounds to letters to construct unknown words.	<p>Use</p> <p>PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS TO CONSTRUCT UNKNOWN WORDS</p> <p>Phonological knowledge / awareness – an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <p>Note: Refer to 2.2 and 2.23BCDE for related phonics and spelling skills.</p>
2.23B	Spell words with common orthographic patterns and rules:	<p>Spell</p> <p>WORDS WITH COMMON ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p>
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)

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<p>Diphthong – a combination of two vowel sounds in one syllable to form a new phoneme (e.g., /ow/ in <i>howl</i>, /ou/ in <i>cloud</i>, and /oi/ in <i>boil</i>; in Spanish, /ui/ in <i>fui</i>, /ie/ in <i>viernes</i>, and /oi/ in <i>oigan</i>)</p> <p>Note: Refer to 2.2Aiv, Bvi for related phonics skills.</p> <p style="text-align: right;">Partial Specificity</p>
2.23C	Spell high-frequency words from a commonly used list.	<p>Spell</p> <p>HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p>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.</p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> • Dolch List of Basic Sight Words • Fry Instant Word List <p>Note: Refer to 2.2G for related beginning reading skills.</p>

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<p><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></p>	
<p>School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated</p>	

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TITLE : Unit 05B: Media Method

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<p>commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p> <p>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.</p> <p>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Choose appropriate ELPS to support instruction.</p>	
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 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.

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<u>ELPS.c.2</u>	<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>
<u>ELPS.c.2A</u>	distinguish sounds and intonation patterns of English with increasing ease
<u>ELPS.c.2B</u>	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
<u>ELPS.c.2C</u>	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<u>ELPS.c.2D</u>	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
<u>ELPS.c.2E</u>	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
<u>ELPS.c.2F</u>	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
<u>ELPS.c.2G</u>	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
<u>ELPS.c.2H</u>	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
<u>ELPS.c.2I</u>	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.
<u>ELPS.c.3</u>	<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>
<u>ELPS.c.3A</u>	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	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
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

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
<u>ELPS.c.4B</u>	recognize directionality of English reading such as left to right and top to bottom
<u>ELPS.c.4C</u>	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
<u>ELPS.c.4D</u>	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
<u>ELPS.c.4E</u>	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
<u>ELPS.c.4F</u>	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
<u>ELPS.c.4G</u>	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
<u>ELPS.c.4H</u>	read silently with increasing ease and comprehension for longer periods
<u>ELPS.c.4I</u>	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 content area needs
<u>ELPS.c.4J</u>	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
<u>ELPS.c.4K</u>	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.
<u>ELPS.c.5</u>	<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</i>

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	<i>(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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