Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade: **2** - Adopted: **2017**

TEKS	TX.110.4.	English Language Arts and Reading, Grade 2, Adopted 2017
STUDENT EXPECTATION	2.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	2.2.B.	Demonstrate and apply phonetic knowledge by:
INDICATOR	2.2.B.v.	Decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV. Spelling Classroom **Word Find Puzzle** Students find the words hidden in puzzles emphasizing pattern recognition and retention.
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GRADE LEVEL EXPECTATION	2.2.C.	Demonstrate and apply spelling knowledge by:
INDICATOR	2.2.C.iv.	Spelling multisyllabic words with multiple sound-spelling patterns. Spelling Classroom **Create Handwriting Worksheets** Create and print a PDF where students can practice handwriting each word on the list. **Crossword Puzzle** Click on a box and enter the word that best completes the sentence and fits into the puzzle. **Flash Cards** Words with definitions on the flip side. **Hang A Bot** Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Paragraph Writing** Write a paragraph incorporating each word from the list. **Pen & Paper Spelling Test** Program verbally presents each word and asks the student to write the word on a sheet of paper. **Snowman Challenge** Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. **Spell & Learn** Words are pronounced and introduced in a contextual setting **Spelling Bee** Hear the word used in a sentence and try to spell. **Spelling Contest** Spell the words as quickly as possible promoting word awareness and visual memory. **Spelling Quiz** Multiple choice environment with five different variations of each a word to select from. **Spelling Test** Words are pronounced and introduced in a contextual setting requiring

		students to key in the correct spelling.
		Vocabulary Bee Select a word or phrase that best describes each list word. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer. **Word Search** Students are presented a word bank and they must find each word hidden in the puzzle. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
INDICATOR	2.2.C.v.	Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
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STUDENT EXPECTATION	**2.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
GRADE LEVEL EXPECTATION	2.2.D.	Alphabetize a series of words and use a dictionary or glossary to find words. **Spelling Classroom** **Alphabetize List** Place words in order based upon alphabetizing principles.
GRADE LEVEL EXPECTATION	2.2.E.	Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. **Spelling Classroom** **Create Handwriting Worksheets** Create and print a PDF where students can practice handwriting each word on the list. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.
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STUDENT EXPECTATION	**2.3.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**
GRADE LEVEL EXPECTATION	2.3.B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words. **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word.
GRADE LEVEL EXPECTATION	2.3.D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. **Spelling Classroom** **Synonyms & Ants** Students are asked to select a word's antonym or synonym. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Vocabulary Test** Select the correct definition for each word in this multiple choice environment. **Word Introduction** Words are pronounced and introduced in a contextual setting.
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STUDENT EXPECTATION	2.7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	2.7.F.	Respond using newly acquired vocabulary as appropriate. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hang A Bot** Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Paragraph Writing** Write a paragraph incorporating each word from the list. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Spelling Bee** Hear the word used in a sentence and try to spell. **Spelling Contest** Spell the words as quickly as possible promoting word awareness and visual memory. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer.
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STUDENT EXPECTATION	2.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	2.11.D.	Edit drafts using standard English conventions, including:
INDICATOR	2.11.D.i.	Complete sentences with subject-verb agreement. **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Writing Sentences** Hear each word and then type in a sentence using the word in context.