

Texas Essential Knowledge and Skills
Grade Two
English Language Arts and Reading Skills

Suzie Bitner Was Afraid of the Drain addresses many of the skills outlined in the TEKS Handbook. Below are the requirements for which *Suzie* is most relevant, along with some suggested poems for certain topics.

****Numbers and letters correspond directly to the TEKS outline****

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

(i) single letters (consonants and vowels);

(ii) consonant blends (e.g., thr, spl);

(iii) consonant digraphs (e.g., ng, ck, ph); and

(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);

(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);

(ii) open syllable (CV) (e.g., ti-ger);

(iii) final stable syllable (e.g., sta-tion, tum-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);

(v) r-controlled vowels (e.g., per-fect, cor-ner); and

(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);

(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);

(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

(E) identify and read abbreviations (e.g., Mr., Ave.);

(F) identify and read contractions (e.g., haven't, it's);

(G) identify and read at least 300 high-frequency words from a commonly used list; and

(H) monitor accuracy of decoding.

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

Sandwich Sister

Cannonball

Something's There

I Ate a Chili Pepper

My Brother's Bike

The Very Best Climber

They All Should Have Listened

The Terrible Thing About Cindy



(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) 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).

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

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

****suziebitner.com has a downloadable dictionary made just for the book!**

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

Sandwich Sister

My Brother's Bike

Tall

Suzie Bitner Was Afraid of the Drain

The Very Best Climber

Sugar Flakes

Sharing

Dinah

Sailing

It's Not a Box

(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and

(D) alphabetize a series of words and use a dictionary or a glossary to find words.

(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

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

Winter

Snow Day

White Noise

My Brother's Bike

Memory

Night Dreams

Daydream

Butterflies

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment);

(B) describe techniques used to create media messages (e.g., sound, graphics); and

Sun is Hot

Freckles

Cannonball

Something's There

Neighbor's Dog

Lost

Hard Head

Lions

The Very Best Climber

(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write brief stories that include a beginning, middle, and end; and

(B) write short poems that convey sensory details.

White Noise

Winter



(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

Surprise

Good Day

Two Tennies

Tire Swing

Patience

Noisy Stomach

Melinda

Butterflies

(ii) nouns (singular/plural, common/proper);

(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);

Sweet Dreams

Suzie Bitner Was Afraid of the Drain

The Perfect Cup of Cocoa

The Neighbor's Dog

Dear Santa

There is a House

Ode to Sugar Flakes

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);

(v) prepositions and prepositional phrases;

Sharing

Bad Luck

Mail

Sweet Dreams

Suzie Bitner Was Afraid of the Drain

The Perfect Cup of Cocoa

The Neighbor's Dog

Dear Santa

There is a House

Ode to Sugar Flakes

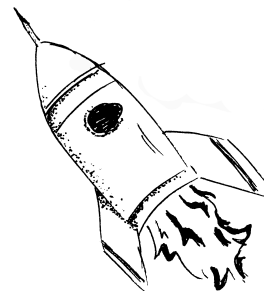
(vi) pronouns (e.g., he, him); and

(vii) time-order transition words;

(B) use complete sentences with correct subject-verb agreement;

and

(C) distinguish among declarative and interrogative sentences.



(22) 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:

(A) write legibly leaving appropriate margins for readability;

(B) use capitalization for:

(i) proper nouns;

(ii) months and days of the week; and

(iii) the salutation and closing of a letter; and

(C) recognize and use punctuation marks, including:

(i) ending punctuation in sentences;

(ii) apostrophes and contractions;

Sugar Flakes

Worms for Pets

The Christmas Lights Went Out

Girls

Happy Chef

Bad Luck

Melinda

(iii) apostrophes and possessives.

(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct unknown words;

(B) spell words with common orthographic patterns and rules:

(i) complex consonants (e.g., hard and soft c and g, ck);

(ii) r-controlled vowels;

(iii) long vowels (e.g., VCe-hope); and

(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);

(C) spell high-frequency words from a commonly used list;

(D) spell base words with inflectional endings (e.g., -ing and -ed);

(E) spell simple contractions (e.g., isn't, aren't, can't); and

(F) use resources to find correct spellings.

Reading and Comprehension Skills—Second Grade

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:

(A) establish purposes for reading selected texts based upon content to enhance comprehension;

(B) ask literal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory

images, re-reading a portion aloud, generating questions);

(D) make inferences about text using textual evidence to support understanding;

(E) retell important events in stories in logical order; and

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.