

WRITE AWAY ©2002
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Grade 2

LEARNING STANDARD 2.1

Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

Standard	Write Away
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	Handbook: 214-215
(B) respond appropriately and courteously to directions and questions (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 40-41, 214-215, 240-241
(C) participate in rhymes, songs, conversations, and discussions (K-3);	Handbook: 40, 41, 91, 156-159, 214-215, 216-219, 220-225, 226-229, 230-231, 240-241
(D) listen critically to interpret and evaluate (K-3);	Handbook: 214-215, 241
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	The opportunity to address this objective is available on the following pages: Handbook: 214-215, 220-225, 226-229
(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	Handbook: 149, 156-159

LEARNING STANDARD 2.2

Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Write Away
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	The opportunity to address this objective is available on the following pages: Handbook: 209-213, 214-215, 216-219, 226, 240-241
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).	The opportunity to address this objective is available on the following pages: Handbook: 220-225, 226-229, 230-231, 236, 291-293, 314-319

LEARNING STANDARD 2.3

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

Standard	Write Away
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 216-219, 220-225, 226-229, 230-231, 240-241
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 40-41, 102-105, 220-229, 230-231, 240-241
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	Handbook: 40-41, 214-215, 216-219, 240-241
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and	Handbook: 45, 220-229, 230-231
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).	The opportunity to address this objective is available on the following pages: Handbook: 216-219, 220-225, 226-229, 230-231, 276-277, 278-285

LEARNING STANDARD 2.4

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

Standard	Write Away
The student is expected to:	
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);	Handbook: 187, 226-229, 230-231
(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and	The opportunity to address this objective is available on the following pages: Handbook: 106-109, 111-113, 173-177, 186
(C) retell a spoken message by summarizing or clarifying (K-3).	The opportunity to address this objective is available on the following pages: Handbook: 187, 209-213, 214-215, 216-219

LEARNING STANDARD 2.5

Reading/word identification. The student uses a variety of word identification strategies.

Standard	Write Away
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	Handbook: 178, 190-199
(B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 190-199

Standard	Write Away
(C) recognize high frequency irregular words such as <i>said, was, where, and is</i> (1-2);	The opportunity to address this objective is available on the following pages: Handbook: 262-267, 283
(D) identify multisyllabic words by using common syllable patterns (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 178-180, 200-203
(E) use structural cues to recognize words such as compound, base words, and inflections such as <i>-s, -es, -ed, and -ing</i> (1-2);	Handbook: 178-180, 200-203
(F) use structural cues such as prefixes and suffixes to recognize words, for example, <i>un-</i> and <i>-ly</i> (2);	Handbook: 179-180, 201-203
(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Handbook: 181, 278-279, 280-281, 284-285
(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	The opportunity to address this objective is available on the following pages: Handbook: 46, 58, 61, 62, 63, 66, 67, 69, 70, 71, 73, 77, 83, 91, 93, 99, 103, 113, 117, 119, 121, 124, 127, 131, 137, 138, 144, 152, 156, 158, 211, 219, 222, 223, 225, 227, 228, 262-267, 270-275, 282-283

LEARNING STANDARD 2.6

Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Standard	Write Away
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);	The opportunity to address this objective is available on the following pages: Handbook: 46, 58, 61, 62, 63, 66, 67, 69, 70, 71, 73, 77, 83, 91, 93, 99, 103, 113, 117, 119, 121, 124, 127, 131, 137, 138, 144, 152, 156, 158, 211, 219, 222, 223, 225
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);	The opportunity to address this objective is available on the following pages: Handbook: 131, 137-138
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);	The opportunity to address this objective is available on the following pages: Handbook: 46, 58, 61, 62, 63, 66, 67, 69, 70, 71, 73, 77, 83, 91, 93, 99, 103, 113, 117, 119, 121, 124, 127, 131, 137, 138, 144, 152, 156, 158, 211, 219, 222, 223, 225
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	The opportunity to address this objective is available on the following pages: Handbook: 161-167
(E) read silently for increasing periods of time (2-3).	The opportunity to address this objective is available on the following pages: Handbook: 46, 58, 61, 62, 63, 66, 67, 69, 70, 71, 73, 77, 83, 91, 93, 99, 103, 113, 117, 119, 121, 124, 127, 131, 137, 138, 144, 152, 156, 158, 211, 219, 222, 223, 225

LEARNING STANDARD 2.7

Reading/variety of texts. The student reads widely for different purposes in varied sources.

Standard	Write Away
The student is expected to:	
(A) read classic and contemporary works (2-8);	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 114-121
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	The opportunity to address this objective is available on the following pages: Handbook: 114-121, 162-167, 171, 182-183
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	The opportunity to address this objective is available on the following pages: Handbook: 114-121, 161-167, 171, 173-177, 182-183

LEARNING STANDARD 2.8

Reading/vocabulary development. The student develops an extensive vocabulary.

Standard	Write Away
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);	The opportunity to address this objective is available on the following pages: Handbook: 200-205, 206-207, 270-289
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 214-215, 226-229
(C) develop vocabulary through reading (2-3); and	Handbook: 178-181, 182-187, 200-203
(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).	Handbook: 161-167, 189-205, 206-207, 262-267, 268-269, 270-275

LEARNING STANDARD 2.9

Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Standard	Write Away
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 173-177, 178-181, 182-184
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 171, 173-177, 182-184, 209-211, 214-215

Standard	Write Away
(C) retell or act out the order of important events in stories (K-3);	Handbook: 187, 220-225, 226-229, 237
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);	Handbook: 173-177, 178-181, 182-187
(E) draw and discuss visual images based on text descriptions (1-3);	Handbook: 46-49, 106-109, 111-113, 186
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 182-187, 229, 234-237
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 114-121, 130-135, 136-141, 159, 230-231, 236
(H) produce summaries of text selections (2-3); and	Handbook: 81-85, 185, 187, 237
(I) represent text information in different ways, including story maps, graphs, and charts (2-3).	Handbook: 116-117, 173-177, 185, 186, 233-237

LEARNING STANDARD 2.10

Reading/literary response. The student responds to various texts.

Standard	Write Away
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);	Handbook: 65-67, 81-85, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 186-187, 220-225, 226-229
(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);	The opportunity to address this objective is available on the following pages: Handbook: 65-67, 81-85, 185-187
(C) support interpretations or conclusions with examples drawn from text (2-3); and	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 114-121, 187
(D) connect ideas and themes across texts (1-3).	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 114-121, 130-135, 136-141, 171, 209-213, 230-231, 236

LEARNING STANDARD 2.11

Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.

Standard	Write Away
The student is expected to:	
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	Handbook: 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159

Standard	Write Away
(B) identify text as written for entertainment (narrative) or for information (expository) (2);	The opportunity to address this objective is available on the following pages: Handbook: 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159, 162-163
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	The opportunity to address this objective is available on the following pages: Handbook: 56-63, 76-79, 81-85, 92-95, 102-105, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	Handbook: 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	The opportunity to address this objective is available on the following pages: Handbook: 220-225, 226-229
(F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 164, 167
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	Handbook: 76-79, 92-95, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159, 162-163
(H) analyze characters, including their traits, relationships, and changes (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 76-79, 81-85, 123-125, 126-129, 130-135, 136-141, 226-229
(I) identify the importance of the setting to a story's meaning (1-3); and	The opportunity to address this objective is available on the following pages: Handbook: 76-79, 81-85, 123-125, 126-129, 130-135, 136-141, 226-229
(J) recognize the story problem(s) or plot (1-3).	The opportunity to address this objective is available on the following pages: Handbook: 76-79, 81-85, 123-125, 126-129, 130-135, 136-141, 226-229

LEARNING STANDARD 2.12

Reading inquiry/research. The student generates questions and conducts research using information from various sources.

Standard	Write Away
The student is expected to:	
(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);	Handbook: 114-121, 216-219
(B) use alphabetical order to locate information (1-3);	Handbook: 161-165, 207, 261, 262-267, 320, 331-336
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	Handbook: 4-7, 164-165, 167, 331-336
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	Handbook: 161-167, 171, 216-219, 291-293, 298-330

Standard	Write Away
(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);	Handbook: 173-177, 185, 234-237, 291-293, 298-303, 310-330
(F) locate and use important areas of the library media center (2-3);	Handbook: 161-167, 168-171
(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and	Handbook: 81-85, 106-109, 114-121, 185, 186, 209-213, 220-225, 226-229, 230-231
(H) draw conclusions from information gathered (K-3).	The opportunity to address this objective is available on the following pages: Handbook: 114-121, 187, 209-213, 230-231

LEARNING STANDARD 2.13

Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

Standard	Write Away
The student is expected to:	
(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and	The opportunity to address this objective is available on the following pages: Handbook: 65-67, 76-79, 81-85, 92-95, 123-125, 126-129, 130-135, 136-141, 220-225, 226-229, 230-231
(B) compare experiences of characters across cultures (K-3).	The opportunity to address this objective is available on the following pages: Handbook: 81-85, 123-125, 126-129, 130-135, 136-141, 220-225, 226-229

LEARNING STANDARD 2.14

Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms.

Standard	Write Away
The student is expected to:	
(A) write to record ideas and reflections (K-3);	Handbook: 29-31, 56-60, 65-67
(B) write to discover, develop, and refine ideas (1-3);	Handbook: 29-31, 32-33, 34-35, 37-39, 56-61, 81-85, 111-113, 114-121, 234-237
(C) write to communicate with a variety of audiences (1-3); and	Handbook: 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159, 170
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	Handbook 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149, 150-155, 156-159, 170

LEARNING STANDARD 2.15

Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.

Standard	Write Away
The student is expected to:	
(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);	Handbook: 295, 296, 297
(B) use word and letter spacing and margins to make messages readable (1-2);	The opportunity to address this objective is available on the following pages: Handbook: 72-75, 76-79, 81-85, 92-95, 96-99, 102-105, 114-121, 123-125, 126-129, 130-135, 136-141, 145-147, 219
(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and	Handbook: 249, 250, 251, 257-258, 277
(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).	Handbook: 204-205, 252-258, 260-261

LEARNING STANDARD 2.16

Writing/spelling. The student spells proficiently.

Standard	Write Away
The student is expected to:	
(A) use resources to find correct spellings, synonyms, and replacement words (1-3);	Handbook: 262-267, 270-275
(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	Handbook: 194, 198, 199
(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and	Handbook: 200-202, 259, 281-283
(D) write with more proficient use of orthographic patterns and rules such as <i>keep/cap</i> , <i>sack/book</i> , <i>out/cow</i> , consonant doubling, dropping <i>e</i> , and changing <i>y</i> to <i>i</i> (2).	Handbook: 192-199, 269, 270-275

LEARNING STANDARD 2.17

Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.

Standard	Write Away
The student is expected to:	
(A) use singular and plural forms of regular nouns (2);	Handbook: 53, 259
(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);	The opportunity to address this objective is available on the following pages: Handbook: 51-55, 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149 150-155, 156-159, 170, 249-251
(C) compose sentences with interesting, elaborated subjects (2-3); and	The opportunity to address this objective is available on the following pages: Handbook: 51-55, 65-67, 68-71, 72-75, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 111-113, 114-121, 123-125, 126-129, 130-135, 136-141, 143-149 150-155, 156-159, 170
(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).	Handbook: 19, 37-38, 42-43, 53, 60, 75, 79, 85, 90, 95, 105, 129, 135, 141, 147, 155, 249-259, 262-285

LEARNING STANDARD 2.18

Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

Standard	Write Away
The student is expected to:	
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	Handbook: 18, 20, 29-31, 32-33, 59, 66, 74, 78, 84, 89, 94, 97, 104, 115-117, 125, 128, 132, 139, 145, 153, 185
(B) develop drafts (1-3);	Handbook: 18, 21, 34-35, 59, 74, 79, 84, 90, 95, 104, 125, 129, 134, 140, 146, 154
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	Handbook: 19, 22, 37-39, 60, 75, 79, 85, 90, 95, 105, 125, 129, 135, 141, 147, 155
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);	Handbook: 19, 22, 37-38, 42-43, 60, 75, 79, 85, 90, 95, 105, 125, 129, 135, 141, 147, 155, 249-259, 262-285
(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and	The opportunity to address this objective is available on the following pages: Handbook: 42-43, 168-170, 262-267
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3)	Handbook: 16, 19, 23, 44-49, 60, 75, 79, 85, 90, 95, 105, 125, 129, 135, 141, 147, 155

LEARNING STANDARD 2.19

Writing/evaluation. The student evaluates his/her own writing and the writing of others.

Standard	Write Away
The student is expected to:	
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 56-63, 65-67, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 123-125, 126-129, 130-135, 136-141, 143-147, 148-155, 249-255, 256-261
(B) respond constructively to others' writing (1-3);	Handbook: 40-41, 240-241
(C) determine how his/her own writing achieves its purposes (1-3);	The opportunity to address this objective is available on the following pages: Handbook: 56-63, 65-67, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 123-125, 126-129, 130-135, 136-141, 143-147, 148-155
(D) use published pieces as models for writing (2-3); and	Handbook: 56-63, 65-67, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 123-125, 126-129, 130-135, 136-141, 143-147, 148-155
(E) review a collection of his/her own written work to monitor growth as a writer (2-3).	The opportunity to address this objective is available on the following pages: Handbook: 56-63, 65-67, 76-79, 81-85, 86-91, 92-95, 96-101, 102-105, 106-109, 123-125, 126-129, 130-135, 136-141, 143-147, 148-155

LEARNING STANDARD 2.20

Writing/inquiry/research. The student uses writing as a tool for learning and research.

Standard	Write Away
The student is expected to:	
(A) write or dictate questions for investigating (2-3);	Handbook: 41, 115, 117, 141, 147, 210-211, 215, 216-219
(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	Handbook: 65-67, 81-85, 106-109, 115-116, 117, 184, 185, 186, 235, 236, 237
(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and	Handbook: 92-95, 114-117, 185, 216-219
(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	Handbook: 92-95, 114-117, 185, 233-237