

frogstreet

STELLA

Texas Essential Knowledge and Skills for Second Grade
English Language Arts, English Language Proficiency
Standards, and Science correlation to Frog Street STELLA



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Texas Essential Knowledge and Skills for Kindergarten	Frog Street STELLA Teacher Guide Page References
English Language Arts and Reading	
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	5, 13, 25, 37, 49, 61, 69, 73, 85, 109, 121, 133, 157, 163, 169, 171, 177, 209, 213, 237, 249, 261, 273, 285, 325
B Follow, restate, and give oral instructions that involve a short, related sequence of actions	31, 53, 57, 63, 65, 75, 161
C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	1, 9, 15, 21, 27, 33, 39, 51, 53, 55, 57, 75, 81, 93, 97, 101, 105, 111, 117, 123, 127, 129, 135, 137, 249, 273, 327, 333
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:	
B Use context within and beyond a sentence to determine the meaning of unfamiliar words	147, 153, 165, 173
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
B Generate questions about text before, during, and after reading to deepen understanding and gain information	1, 43, 67, 81, 97, 115, 117, 121, 145, 159, 181, 185, 189, 205, 217, 253, 265, 273, 277, 279, 285, 289, 291, 295, 297, 301, 313
C Make and correct or confirm predictions using text features, characteristics of genre, and structures	7, 29, 37, 39, 61, 63, 65, 77, 85, 99, 113, 157, 159, 169, 175, 187, 207, 209, 211, 217, 223, 225, 229, 231, 233, 235, 241, 243, 247, 265, 267, 269, 271, 277, 279, 281, 289, 301, 303, 305, 313, 315, 317
E Make connections to personal experiences, ideas in other texts, and society	7, 19, 49, 51, 53, 55, 57, 61, 73, 79, 85, 115, 123, 135, 149, 169, 173, 177, 199, 221, 233, 235, 257, 265, 267, 277, 279
F Make inferences and use evidence to support understanding	43, 67, 177
I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	9, 91, 103, 105, 151, 159, 161, 165, 175, 181, 189, 195, 197, 241, 243, 245, 253, 255, 257, 259, 261, 265, 269, 281, 293

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:	
A Describe personal connections to a variety of sources	81, 91, 117, 163, 171, 183
B Write brief comments on literary or informational texts that demonstrate an understanding of the text	15, 17, 21, 25, 27, 29, 33, 51, 77, 89, 109, 111, 113, 193, 195, 197, 273, 327, 329
C Use text evidence to support an appropriate response	3, 5, 41, 101, 137, 157, 211, 219, 223, 229, 231, 237, 245, 247, 255, 259, 269, 281, 291, 293, 295, 303, 307, 309, 315, 317, 319, 321, 331, 333
D Retell and paraphrase texts in ways that maintain meaning and logical order	45, 53, 89, 93, 125, 171, 199, 207
E Interact with sources in meaningful ways such as illustrating or writing	45, 69, 79, 201
F Respond using newly acquired vocabulary as appropriate	5, 7, 19, 31, 37, 39, 41, 43, 45, 53, 55, 63, 65, 67, 69, 103, `27, 137, 163, 173, 187, 331
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
B Describe the main character's (characters') internal and external traits	3, 161, 175, 271, 283
C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	99. 271. 283. 319
D Describe the importance of the setting	281
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
D Recognize characteristics and structures of informational text	13, 17, 49, 53, 91, 121, 125, 129, 133, 137, 141
Dii Recognize characteristics and structures of informational text, including features and graphics to locate and gain information	87, 145, 147, 149, 151, 153, 165, 201, 305, 325, 329
10. 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:	
A Discuss the author's purpose for writing text	87, 141, 213, 225
C Discuss the author's use of print and graphic features to achieve specific purposes	183, 185, 187, 193

E Identify the use of first or third person in a text	267, 309
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	
E Publish and share writing	7, 9, 105, 285, 297, 321
12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
B Compose informational texts, including procedural texts and reports	1, 3, 197, 219, 221, 307
C Compose correspondence such as thank you notes or letters	205, 283
English Language Proficiency Standards	
1. Cross-curricular second language acquisition/learning strategies.	
A Use prior knowledge and experiences to understand meanings in English	32, 38, 42, 48, 52, 54, 62, 64, 84, 92, 94, 112, 114, 122, 128, 132, 134, 142, 144, 146, 148, 150, 152, 154, 156, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 192, 196, 198, 200, 202, 204, 206, 212, 214, 216, 218, 230, 232, 234, 236, 242, 254, 262, 272, 280
C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	12, 14, 16, 18, 20, 40, 50, 76, 80, 106, 110, 126, 130, 144, 166, 176, 186, 188, 190, 196, 208, 210, 212, 218, 222, 224, 230, 240, 244, 250, 252, 260, 264, 268, 270, 274, 276, 278
E 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	4, 6, 8, 10, 12, 14, 16, 18, 22, 24, 26, 28, 30, 32, 34, 38, 44, 48, 50, 52, 54, 58, 60, 62, 64, 68, 70, 74, 76, 78, 84, 88, 90, 98, 100, 102, 104, 106, 108, 118, 120, 122, 124, 126, 138, 140, 148, 158, 168, 170, 178, 180, 182, 198, 228, 238, 240, 248, 250, 254, 258, 260, 262, 268, 270
F Use accessible language and learn new and essential language in the process	128, 146, 156
2. Cross-curricular second language acquisition/listening	
C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	242
E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	34, 42, 44, 52, 58, 62, 68, 74, 80, 82, 88, 92, 98, 104, 110, 112, 116, 118, 122, 124, 126, 138, 142, 146, 148, 156, 170, 172, 180, 182, 184, 188, 190, 192, 200, 208, 214, 222, 224, 226, 232, 244, 246, 252, 264, 270, 272, 274, 276

G 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	56, 86
H Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	154, 226, 234
I 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	60, 66, 70, 90, 96, 100, 114, 116, 120, 136, 140, 150, 158, 162, 186, 188, 190, 202, 210, 218, 228, 232, 238, 240, 248, 256, 264, 266, 278, 280
3. Cross-curricular second language acquisition/speaking	
B 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	2, 66, 96, 116, 152, 156, 158, 190, 216, 218, 220, 244, 246, 250, 254, 256
C 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	52, 56, 86, 232
D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 24, 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 48, 50, 52, 54, 60, 64, 70, 72, 74, 76, 78, 80, 84, 94, 100, 102, 104, 106, 108, 110, 114, 120, 122, 124, 126, 128, 130, 134, 140, 144, 184, 242, 256, 272
E Share information in cooperative learning interactions	56, 62, 72, 78, 82, 124, 126, 142, 146, 148, 150, 160, 168, 170, 180, 182, 210, 212, 216, 218, 220, 228, 232, 234, 236, 258, 262, 268, 270, 274, 276
G 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	46, 52, 58, 60, 62, 68, 74, 78, 82, 88, 92, 98, 104, 108, 112, 118, 124, 132, 138, 142, 154, 160, 162, 164, 166, 174, 176, 182, 184, 194, 196, 202, 204, 206, 212, 214, 220, 224, 226, 230, 236, 238, 246, 252, 258, 266
H Narrate, describe, and explain with increasing specificity and detail as more English is acquired	20, 40, 50, 80, 110, 126, 130, 132, 134, 196, 198, 200, 260

J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	2
4. Cross-curricular second language acquisition/reading	
C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	4, 6, 8, 10
D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	2, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 54, 72, 76, 80, 84, 86, 88, 90, 94, 96, 98, 102, 106, 110, 114, 116, 118, 122, 126, 130, 134, 138, 144, 146, 148, 150, 154, 156, 158, 164, 166, 168, 172, 174, 176, 184, 186, 192, 194, 202, 204, 206, 208, 212, 220, 228, 236, 240, 242, 244, 246, 250, 258, 260, 262, 264, 266
F 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	72, 102
G 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	56, 58, 60, 66, 68, 70, 74, 78, 82, 84, 86, 88, 90, 104, 108
I 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	98

J 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	44, 54, 56, 64, 66, 70, 82, 86, 94, 96, 100, 106, 114, 116, 120, 128, 134, 136, 140, 142, 144, 152, 154, 160, 162, 164, 172, 174, 184, 192, 214, 216, 222, 224, 226, 230, 234, 238, 252, 268
K 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	36, 38, 46, 64, 94, 108, 168, 170, 178, 180, 188, 198, 200, 210, 260, 266
5. Cross-curricular second language acquisition/writing	
B Write using newly acquired basic vocabulary and content-based grade-level vocabulary	150, 160, 194, 204, 206, 208, 220, 238, 248, 252, 254, 256, 278, 280
Science	
1. Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	
B Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal	209
2. Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	
B Plan and conduct descriptive investigations	87
C Collect data from observations using scientific tools	73
D Record and organize data using pictures, numbers, and words	77, 79, 89, 93, 109, 111, 113, 115, 147, 149
5. Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:	
A Classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid	13,15, 17, 21, 25, 27, 33
B Compare changes in materials caused by heating and cooling	17, 19, 29, 31
C Demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties	11

6. Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	
A Investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter	75
B Observe and identify how magnets are used in everyday life	123, 125, 127, 129
C Trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time	133, 135, 137, 139, 141, 145, 151, 153
7. Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	
B Identify and compare the properties of natural sources of freshwater and saltwater	181, 183, 185, 187, 189, 193, `95, 199, 205, 207, 211, 213, 245, 247, 249
C Distinguish between natural and manmade resources	201
8. Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	
A Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	217, 219, 221, 223, 225
B Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	229, 231, 233, 235, 237
C Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon	253, 255, 257, 259, 261
9. Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:	
C Compare the ways living organisms depend on each other and on their environments such as through food chains	289, 291, 293, 295, 297, 321
10. Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	
A Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs	313, 315, 317, 319
B Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant	301, 303, 305, 307, 309, 325, 327, 329, 331, 333