



English

COURSE SYLLABUS

GRADE LEVEL: Grade 2

SCHOOL YEAR: 2024-25

TEACHER: Mr. Williams / Mr. Charles

MAIL: ewilliams@dishs.tp.edu.tw

cmarks@dishs.tp.edu.tw

COURSE DESCRIPTION:

The goal of language arts is to help develop strong readers, writers, communicators, and thinkers among the students. The second-grade English language arts curriculum continues to expand the foundation of literacy through each of the language arts. Literacy skills are a major emphasis throughout the year. The course is divided up into a variety of topics and themes to help learners to access their prior knowledge and build on these existing ideas and experiences.

The course works to develop the four key language areas; speaking, listening, reading and writing. In reading, children decode unknown multi-syllable words through phonic and structural analysis and monitor their own reading. In oral reading, they work on fluency by phrasing accurately, reading with an understanding of punctuation, and reading at a good rate with a smooth flow. As the learners' comprehension and reading skills improve, the children begin to develop strategies to analyze the text in more detail including; looking at character development, infer & predict, summarize and drawing conclusions.

The lessons include reading, writing and grammar units – each unit building on the last and providing learners with the opportunity to use elements of each unit with the next. Grammar Units include Sentence Structure, Nouns and Pronouns, Verbs and Adjectives. In the Reading and Writing Units we learn and practice the writing process through class story writing, independent story writing, writing brief personal narratives, writing friendly letters, and a variety of other activities.

In writing, children create extended writing pieces such as simple stories, personal narratives, instructions, descriptions and research reports that utilize compare and contrast or cause and effect organization patterns. They use elements of the writer's craft (e.g., simple flashbacks, metaphors, and similes).

They employ the appropriate steps of the writing process, developing written work through the prewriting and planning, draft, revisions, proofreading and on to the final published copy. Throughout this process, attention is given to using appropriate grammar and spelling conventions. Through listening, speaking, and viewing, the children can retell a story heard or viewed in class, capturing major story events, main ideas, and supporting ideas; conduct a brief interview; give a news report; and deliver a speech or presentation. In listening, children sustain attention for increasing periods of time.

Through the use of classic and contemporary literature and other texts (e.g., adventure stories, legends, folktales, personal narratives, realistic fiction, journals, poems, informational texts, articles, reports, diaries) from their common culture and other cultures around the world, second graders explore a variety of topics in the units of study.

We will also use online tools including Raz Plus and Britannica to improve our reading and research skills. These platforms help the students remain engaged through enjoyable, up to date methods, and they're also used to help us collect data on reading skills. The data is used to direct our teaching, so we can reinforce problematic areas of learning.

Lastly, Reader's Theater is also used throughout the school year as a fun, social activity to build better readers and users of the English language. Students will be placed into complementary groups, and will begin working on a script that they will use for a culminating end-of-the-year competition.

COURSE OBJECTIVES:

First Quarter

- Word Recognition, Words in Connected Text, Self-Correction, Intonation, Phrasing/Punctuation, Expression
- Distinguish between sentences from group of words that are not sentences.
- Understand generative vocabulary: words that describe actions; words that describe people, places and things; inflections (-ed, -ing, -s, -es, -ed, -ing); suffixes (-er, est); prefixes (un-, re-)
- Do Reading Workshop: focus on central idea, asking and answering questions, identify the setting, and engage in collaborative discussions, understand characters, create mental images, make inferences, look at elements of drama, study P.O.V.,
- Identify the parts of a sentence: naming part and action part.
- Identify each kind of sentence: telling sentence, asking, exclamation, and command/request.
- Write a Personal Narrative, through relating and using the Writing Process
- Write a Persuasive Essay, through relating and using the Writing Process
- Write a Descriptive Essay using the Writing Process
- Identify nouns that name people, places, things, animals and other words that name everything around them.
- Distinguish between the subject and the predicate
- Distinguish between singular nouns and plural nouns.
- Write the correct form of plural nouns.
- Use and to join the naming parts of two sentences to form on new sentence.
- Identify pronouns and use pronouns to avoid repeating nouns.
- Build and apply High-Utility Words

Develop target vocabulary

- Recognize and apply vocabulary concepts: Alphabetical Order, Using a Glossary, Multiple-Meaning Words, Context Clues, Base Words and Endings -ed, -ing, Prefixes un-, re-, Homophones

- Use and construct Text-based comprehension skills and strategies: Sequence of Events, Predict/Infer from previewing. , Question/Analyze/Evaluate. , Cause and Effect, Summarize/Visualize, Conclusions
- Develop and use Phonetic Strategies: Short and Long Vowels, Consonant Blends, Common Final Blends, Double Consonants
- Begin learning the Reader's Theater Process.

Quarter 2

- Describe and construct Grammar/Spelling/Writing concepts
- Do Reading Workshop: study theme, retell stories, look at story structure and text organization, look at figurative language, make connections, study cause and effect, recount experiences, study chronological order, look at content-area words, study digital tools and texts, see elements of poetry,
- Subjects and Predicates, Types of sentences, Verbs, Verbs in the present, past and future
- Writing Workshop: Persuasive Text, Imaginative Story, Personal Essay, Poem
- Understand generative vocabulary: words about communication; words that describe people, places and things; words that describe actions; suffixes: -y, -ly, -er, -est; prefix dis-, un-, re-; words that name people; inflections: -ed, -ing;
- Develop and use Phonetic Strategies: Consonant Digraphs th, sh, wh, ch, tch,, Base Words with Endings –s, -ed, -ing, CVC Patterns, Words with ai, ay, ee, ea, Long o (o, oa, ow).
- Identify and apply foundational skills in fluency and phonics: Rate, Phrasing/Punctuation, Stress, Expression, Self-Correction, Natural Pauses, Words in Connected Text.
- Identify pronouns and use pronouns to avoid repeating nouns.
- Identify nouns that show ownership of one and more than one, and form nouns that show ownership of one by adding 's and more than one by adding s'
- Explain and Illustrate: What makes a great story? The Writing Process (Choose, Develop, Map, Begin), Assess and Discuss Stories.
- Identify verbs, including Be verbs, and tenses (simple present, simple past and simple perfect).
- Finalize groups and a script for the Reader's Theater competition.
- Form contractions.
- Build and apply High-Utility Words
- Develop target vocabulary
- Recognize and apply vocabulary concepts: Compound Words, Synonyms, Base Words and Suffixes –er, -est, un-, re-, Prefixes pre-, mis-, Idioms, Using a Dictionary, Suffix –ly, Root Words
- Use and construct Text-based comprehension skills and strategies: Main Ideas and Details, Understanding Characters, Fact and Opinion, Predict/Infer from previewing. , Cause and Effect, Summarize, Conclusions, Author's Purpose

Quarter 3

- Weekly Reader's Theater practice, props and costumes
- Do Reading Workshop: look at research questions, understand story setting, evaluate stories, choose and use sources for research, look at mental images and figurative language, make inferences, make connections

- Writing Workshop: Imaginative Story, Procedural Text, Research Report, Thank-You Letter
- Identify pronouns and use pronouns to avoid repeating nouns.
- Identify nouns that show ownership of one and more than one, and form nouns that show ownership of one by adding 's and more than one by adding s'
- Write sentences using adjectives. Identify a and an as special adjective. Form comparative and superlative form correctly. Write sentences using comparative and superlative adjectives.
- Understand generative vocabulary: compound words; inflections: -s, -es; suffixes: -y, -ly, -ion, -tion, -sion; prefixes: pre-, mis-, dis-; words that name places;
- Build and apply High-Utility Words
- Develop target vocabulary
- Use and construct Text-based comprehension skills and strategies: Story Structure, Sequence of Events, Understanding Characters, Analyze and Evaluate, Text and Graphical Features, Compare and Contrast, Question, Monitor/Clarify, Main Ideas and Details, Understanding Characters, Fact and Opinion, Predict/Infer, Cause and Effect, Summarize, Conclusions
- Describe and construct Grammar/Spelling/Writing concepts: Words with er, Adjectives, Homophones, Suffixes, Irregular Verbs, Irregular Action Verbs, Narrative Writing: Descriptive Paragraph and Fictional Stories, Informative Writing: Problem-Solution, Compare and Contrast, Research Report, Pronouns, Subject-Verb Agreement, The Verb Be, Commas in dates, places, series, Adjectives and irregular Verbs.
- Develop and use Phonetic Strategies: Base words with endings -ed, -ing, Long i, e, Words with ar, o, ore, Homophones, Suffixes -y, -ly, -ful.
- Identify and apply foundational skills in fluency and phonics: Rate, Phrasing/Punctuation, Stress, Expression, Self-Correction, Adjust to rate, Expression, Punctuation.

Quarter 4

Reader's Theater Competition

- Do Reading Workshop: understand graphic features, look at story structure, see text features, study genre characteristics of biographies, opinion writing, informational text, realistic fiction, fantasy, and poetry.
- Writing Workshop: personal narrative, opinion essay,
- Fix run-on sentences.
- Build and apply High-Utility Words
- Develop target vocabulary
- Recognize and apply vocabulary concepts: Multiple-Meaning Words, Shades of Meaning, Classify/Categorize, Antonyms, Root Words, Using Context.
- Use and construct Text-based comprehension skills and strategies: Story Structure, Sequence of Events, Understanding Characters, Predict/Infer Compare and Contrast, Monitor/Clarify, Cause and Effect, Text and Graphical Features, Question Analyze and Evaluate, Summarize, Visualize.

ASSESSMENT:

Students will be assessed with class participation, observation, homework, classwork, objective quizzes/tests, oral responses, creative and extended writing, projects and quarterly exams. The student's final grade will be computed mainly based on three parts: performance tasks (homework and classwork), quizzes and quarterly exams. Each part is weighted at one third of the total course grade. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period—immediately after guided learning, at the beginning or end of a class, etc. Students who miss or are absent from class for a test or a quiz must make arrangements to take the quiz or test some other time. Learners will be assessed both formatively and summatively, through continuous on-going assessment and through end of unit of topic/theme projects and quizzes. It is very important that students complete the assigned homework and study properly for assessments.

PRIMARY TEXTBOOK & OTHER RESOURCES

Textbooks: HMH Into Reading Volumes 1-3 (distributed one at a time)

HMH Grammar Book

HMH Writer's Notebook

HMH Know It Show It

Houghton Mifflin English Series, Houghton Mifflin Harcourt Publishing Company

ADDITIONAL INFORMATION

- Two proper composition notebooks with are required. The teacher will tell you, which notebook to buy. Make sure you label the notebooks with your name and our subject name.
- Britannica School: Research platform can be accessed through the “Qlinks” tab on the DIS website.
- Raz Plus is our online reading platform you should be using. I may occasionally assign you books to read through this platform.
- Please see Google Classroom for more information.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 Aug 12 to 16	Orientation phonics: short a, i generative vocab: words that describe actions, antonyms writing workshop: personal narrative <ul style="list-style-type: none"> • get the central idea of a passage • ask and answer questions • identify setting of a passage begin collaborative conversations
Week 2 Aug 19 to 23	Module 1: Be a Super Citizen phonics: short a, i generative vocab: words that describe actions, antonyms writing workshop: personal narrative <ul style="list-style-type: none"> • get the central idea of a passage • ask and answer questions • identify setting of a passage • begin collaborative conversations Reader's Theater
Week 3 Aug 26 to 30	Module 1: Be a Super Citizen phonics: short o, u, e generative vocab: words that describe people, places, and things writing workshop: personal narrative <ul style="list-style-type: none"> • Get the Central Idea • Monitor and Clarify • Author's Purpose • Summarize Reader's Theater
Week 4 Sep 2 to 6	Module 1: Be a Super Citizen phonics: Long a, i (VCe); Soft c and g generative vocab: Inflections -ed, -ing writing workshop: personal narrative Reader's Theater <ul style="list-style-type: none"> • Get the Central Idea • Characters Create Mental Images
Week 5 Sep 9 - 13	Module 2: Look Around and Explore phonics: Long o, e, u (CV, VCe); Review Long Vowels (VCe) generative vocab: Suffixes -er, -est writing workshop: descriptive essay <ul style="list-style-type: none"> • Author's Purpose • Central Idea • Make Inferences • Content-Area Words Research: Select a Topic Reader's Theater
Week 6 Sep 23 - 27	Module 2: Look Around and Explore Phonics: Short and Long Vowels (CVC, VCe); Suffixes -er, -est High-Frequency Words: answer, find, its,

	miss, old, round, then, until, what, young Fluency: Intonation Spelling: Short and Long Vowels (CVC, VCe) Writing Workshop <ul style="list-style-type: none"> • Writing Form: Descriptive Essay • Grammar Mini Lessons: Singular and Plural • Nouns Reader's Theater
Week 7 Sep 30 – Oct 4	Module 2: Look Around and Explore Phonics: Initial Blends with l, r, s; Inflections -s, -es High-Frequency Words: baby, bird, blue, bring, fly, her, little, place, she, this Fluency: Accuracy and Self-Correction Spelling: Blends with l, r, s Reading Workshop <ul style="list-style-type: none"> • Central Idea • Ask and Answer Questions • Elements of Drama Reader's Theater
Week 8 Oct 7 - 9	Module 3 Meet in the Middle Phonics: Final Blends; Closed Syllables High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish Fluency: Reading Rate Spelling: Final Blends Reading Workshop <ul style="list-style-type: none"> • Central Idea • Point of View • Monitor and Clarify • Speaking and Listening: Social • Communication

2nd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 Oct 14 - 18	Module 3: Meet in the Middle Phonics: Double Final Consonants; Inflections: Spelling Changes High-Frequency Words: across, car, down, fell, full, held, mountain, pull, push, spell Fluency: Phrasing Spelling: Double Final Consonants Reading Workshop <ul style="list-style-type: none"> • Theme • Make and Confirm Predictions • Central Idea • Synthesize Text Organization
Week 2 Oct 21 - 25	Module 3: Meet in the Middle Phonics: Consonant Digraphs; Prefixes un-, re- High-Frequency Words: even, mouse, Mr.,

	<p>Mrs., other, shall, these, when, while, white Fluency: Expression Spelling: Consonant Digraphs Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Persuasive Text • Grammar Mini lessons: Compound Subjects and Predicates
<p>Week 3 Oct 28 – Nov 1</p>	<p>Module 4: Once Upon a Time Phonics: Consonants k, ck; Silent Letters (kn, wr, gn, mb) High-Frequency Words: ask, asked, buy, comb, girl, grand, lady, mother, number, often Fluency: Intonation Spelling: Consonants k, ck Reading Workshop</p> <ul style="list-style-type: none"> • Text Organization • Story Structure • Make Inferences • Speaking and Listening: Give and • Follow Instructions
<p>Week 4 Nov 4 - 8</p>	<p>Module 4: Once Upon a Time Phonics: Long a Patterns; Multisyllabic Words: Long a High-Frequency Words: afraid, always, another, great, passed, really, says, stay, try, which Fluency: Accuracy and Self-Correction Spelling: Long a (ai, ay) Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Imaginative Story • Grammar Mini lessons: Verbs in the Present, Past, and Future
<p>Week 5 Nov 11 - 15</p>	<p>Module 4: Once Upon a Time Phonics: Long e, Short e Patterns; Multisyllabic Words: Long, Short e High-Frequency Words: clean, feel, ground, horse, leave, need, please, queen, seen, tree Fluency: Reading Rate Spelling: Long e (ee, ea) Reading Workshop</p> <ul style="list-style-type: none"> • Author’s Purpose • Make Connections • Story Structure <p>Cause and Effect</p>
<p>Week 6 Nov 18 - 22</p>	<p>Module 5: Lead the Way Phonics: Long o Patterns; Multisyllabic Words: Long o High-Frequency Words: below, both, follow, most, move, own, road, show, window, yellow Fluency: Expression Spelling: Long o (o, oa, ow) Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Personal Essay • Grammar Mini lessons: Quotation Marks

<p>Week 7 Nov 25 - 29</p>	<p>Module 5: Lead the Way Phonics: Long i Patterns; Multisyllabic Words: Long i High-Frequency Words: almost, become, begin, high, kind, might, night, one, open, opened Fluency: Phrasing Spelling: Long i Patterns; Silent Letters Reading Workshop</p> <ul style="list-style-type: none"> • Characters • Synthesize • Text Features • Evaluate <p>Ideas and Support</p>
<p>Week 8 Dec 2 - 6</p>	<p>Module 5: Lead the Way Phonics: Suffixes -ful, -less; Multisyllabic Words High-Frequency Words: began, book, of, ready, their, thought, two, whole, write, years Fluency: Intonation Spelling: Homophones Reading Workshop</p> <ul style="list-style-type: none"> • Text Organization • Summarize • Content-Area Words <p>Chronological Order</p>
<p>Week 9 Dec 9 - 13</p>	<p>Module 6: Weather Wise Phonics: Suffixes -y, -ly; Multisyllabic Words: Suffixes -y, -ly High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were Fluency: Accuracy and Self-Correction Spelling: Inflections -s, -es Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Poem <p>Grammar Mini lessons: Pronouns</p>
<p>Dec 16 – Jan 6</p>	<p>Christmas Holiday</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p>Week 1 Jan 7 - 10</p>	<p>Module 6: Weather Wise Phonics: Suffixes -y, -ly; Multisyllabic Words: Suffixes -y, -ly High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were Fluency: Accuracy and Self-Correction Spelling: Inflections -s, -es Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Poem <p>Grammar Mini lessons: Pronouns</p>
<p>Week 2 Jan 13 - 17</p>	<p>Module 6: Weather Wise Phonics: Prefix dis-; Inflections: Spelling Changes High-Frequency Words: anything, change, children, gone, good, notice, now, page, since, woman</p>

	<p>Fluency: Reading Rate Spelling: Sounds for c and g Reading Workshop</p> <ul style="list-style-type: none"> • Content-Area Words • Make Connections • Point of View • Evaluate <p>Text Features</p>
<p>Week 3 Jan 20 - 24</p>	<p>Module 6: Weather Wise Phonics: r-Controlled Vowel ar; Multisyllabic Words: ar High-Frequency Words: body, color, dark, hard, hour, large, part, started, warm, was Fluency: Phrasing Spelling: r-Controlled Vowel ar Reading Workshop</p> <ul style="list-style-type: none"> • Text Features • Ask and Answer Questions • Elements of Poetry <p>Cause and Effect</p>
<p>Week 4 Feb 3 - 7</p>	<p>Module 7: Everyone Has a Story Phonics: r-Controlled Vowels or, ore; Multisyllabic Words: or, ore High-Frequency Words: before, example, form, morning, order, store, story, those, word, work Fluency: Intonation Spelling: r-Controlled Vowels or, ore WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Imaginative Story • Grammar Mini lessons: Commas in Dates and Places
<p>Week 5 Feb 10 -14</p>	<p>Module 7: Everyone Has a Story Phonics: r-Controlled Vowels er, ir, ur; Vowel Patterns: air, are, ear High-Frequency Words: after, better, father, letter, over, paper, river, together, under, water Fluency: Expression Spelling: r-Controlled Vowel er\ READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Organization • Monitor and Clarify • Make Inferences <p>Central Idea</p>
<p>Week 6 Feb 10 - 13</p>	<p>Module 7: Everyone Has a Story Phonics: Vowel Team oo; Multisyllabic Words: oo High-Frequency Words: air, city, friend, hair, heard, learn, looked, remember, stood, street Fluency: Accuracy and Self-Correction Spelling: Vowel Team oo (/B/) READING WORKSHOP</p> <ul style="list-style-type: none"> • Central Idea • Create Mental Images • Setting • Ideas and Support

<p>Week 7 Feb 16 - 20</p>	<p>Module 8 Time to Grow! Phonics: Vowel Patterns: / /; Multisyllabic Words: / /, / / High-Frequency Words: about, floor, food, group, knew, music, room, school, soon, through Fluency: Reading Rate Spelling: Vowel Patterns: / / Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Procedural Text • Grammar Mini lessons: Using Adjectives
<p>Week 8 Feb 24 - 27</p>	<p>Module 8 Time to Grow! Phonics: Vowel Teams ou, ow; Diphthongs oy, oi High-Frequency Words: boys, brown, found, house, listen, oil, point, sound, town, voice Fluency: Expression Spelling: Vowel Teams ou, ow Reading Workshop</p> <ul style="list-style-type: none"> • Characters • Retell • Story Structure • Make Connections
<p>Week 9 March 3 - 7</p>	<p>Module 8 Time to Grow! Phonics: Vowel Teams ou, ow; Diphthongs oy, oi High-Frequency Words: boys, brown, found, house, listen, oil, point, sound, town, voice Fluency: Expression Spelling: Vowel Teams ou, ow Reading Workshop</p> <ul style="list-style-type: none"> • Characters • Retell • Story Structure • Make Connections
<p>Week 10 March 10 - 14</p>	<p>Q3 Exam</p>

4th QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p>Week 1 March 17 - 21</p>	<p>Module 8 Time to Grow! Phonics: Vowel Patterns: /ô/; Vowel Patterns: ear, eer High-Frequency Words: also, ball, call, could, every, near, talk, tall, would, year Fluency: Phrasing Spelling: Vowel Patterns: /ô/ Reading Workshop</p> <ul style="list-style-type: none"> • Story Structure • Synthesize • Text Organization <p>Cause and Effect</p>

<p style="text-align: center;">Week 2 March 24 - 28</p>	<p>Module 9 Home Sweet Habitat Phonics: Prefix pre-; Multisyllabic Words High-Frequency Words: everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without Fluency: Phrasing Spelling: Compound Words Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Research Report <p>Grammar Mini lessons: Contractions</p>
<p style="text-align: center;">Week 3 March 31 – April 3</p>	<p>Module 9 Home Sweet Habitat Phonics: Three-Letter Blends; Contractions High-Frequency Words: couldn't, don't, however, I'll, live, put, should, that's, very, you're Fluency: Expression Spelling: Contractions Reading Workshop</p> <ul style="list-style-type: none"> • Text Organization • Monitor and Clarify • Text Features • Create Mental Images • Elements of Poetry
<p style="text-align: center;">Week 4 Apr 7 - 11</p>	<p>Module 9 Home Sweet Habitat Phonics: Consonant + le; Syllable Types High-Frequency Words: above, again, along, myself, once, piece, something, table, they, wanted Fluency: Intonation Spelling: Soft g (-ge, -dge) Reading Workshop</p> <ul style="list-style-type: none"> • Text Organization • Retell • Figurative Language • Chronological Order
<p style="text-align: center;">Week 5 April 21 - 25</p>	<p>Module 10 Many Cultures, One World Phonics: Prefix mis-; Affixes Review High-Frequency Words: against, cover, early, getting, here, hurry, much, stopped, toward, your Fluency: Intonation Spelling: Inflections -ed, -ing Writing Workshop</p> <ul style="list-style-type: none"> • Writing Form: Thank-You Letter • Grammar Minilessons: Possessive Pronouns
<p style="text-align: center;">Week 6 Apr 28 – May 2</p>	<p>Module 10 Many Cultures, One World Phonics: Open and Closed Syllables; Syllable Division Patterns High-Frequency Words: area, around, coming, from, goes, going, second, seemed, there, who Fluency: Accuracy and Self-Correction Spelling: Inflections -ed, -ing Reading Workshop</p> <ul style="list-style-type: none"> • Story Structure • Make and Confirm Predictions • Central Idea • Synthesize

<p>Week 7 May 5 - 9</p>	<p>Module 10 Many Cultures, One World Phonics: Long a, e; Multisyllabic Words: Long a, e High-Frequency Words: ago, carry, many, money, only, ride, sky, study, wasn't, world Fluency: Reading Rate Spelling: Long e (y) Reading Workshop</p> <ul style="list-style-type: none"> • Text Features • Make Connections • Story Structure • Graphic Features
<p>Week 8 May 12 - 16</p>	<p>Module 10 Many Cultures, One World Phonics: Long a, e; Multisyllabic Words: Long a, e High-Frequency Words: ago, carry, many, money, only, ride, sky, study, wasn't, world Fluency: Reading Rate Spelling: Long e (y) Reading Workshop</p> <ul style="list-style-type: none"> • Text Features • Make Connections • Story Structure <p>Graphic Features</p> <p>Q4 Exam</p>
<p>Week 9 May 19 - 23</p>	<p>End of the Year Activities</p>
<p>Week 10 May 26 – 29</p>	<p>End of the Year Activities</p>