



## **English** **COURSE SYLLABUS**

**GRADE LEVEL:** Grade 2

**SCHOOL YEAR:** 2023-24

**TEACHER:** Mr. Williams / Mr. Charles

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### **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 begins with a unit 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 English lessons alternate between 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.

Lastly, Reader's Theater is also used throughout the school year as an engaging, enjoyable method for becoming 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, class work, 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 class work), 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 worksheets. Worksheets, workbooks and test papers will be checked for accuracy and returned. The scores will be given.

### **PRIMARY TEXTBOOK & OTHER RESOURCES**

**Textbook:** HMH Into Reading Volumes 1-5 (distributed one at a time)

HMH Grammar Book

HMH Writing Book

- HM English: Grammar and Writing Assessment, Grade 2  
Houghton Mifflin English Series, Houghton Mifflin Harcourt Publishing Company

### **ADDITIONAL INFORMATION**

- **A notebook with lined paper for compositions is required. Make sure you label the notebook 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

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b>Only 2 School Days</b> <i>10 ~ First Day / Orientation Day</i>	Orientation <b>phonics:</b> short a, i <b>generative vocab:</b> words that describe actions, antonyms <b>writing workshop:</b> personal narrative <ul style="list-style-type: none"> <li>• get the central idea of a passage</li> <li>• ask and answer questions</li> <li>• identify setting of a passage</li> </ul> begin collaborative conversations
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	<b>Module 1: Be a Super Citizen</b> <b>phonics:</b> short a, i <b>generative vocab:</b> words that describe actions, antonyms <b>writing workshop:</b> personal narrative <ul style="list-style-type: none"> <li>• get the central idea of a passage</li> <li>• ask and answer questions</li> <li>• identify setting of a passage</li> <li>• begin collaborative conversations</li> </ul> Reader's Theater
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<b>Module 1: Be a Super Citizen</b> <b>phonics:</b> short o, u, e <b>generative vocab:</b> words that describe people, places, and things <b>writing workshop:</b> personal narrative <ul style="list-style-type: none"> <li>• Get the Central Idea</li> <li>• Monitor and Clarify</li> <li>• Author's Purpose</li> <li>• Summarize</li> </ul> Reader's Theater
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	<b>Module 1: Be a Super Citizen</b> <b>phonics:</b> Long a, i (VCe); Soft c and g

	<b>generative vocab:</b> Inflections -ed, -ing <b>writing workshop:</b> personal narrative Reader's Theater <ul style="list-style-type: none"> <li>Get the Central Idea</li> <li>Characters</li> </ul> Create Mental Images
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 ~ Holy Mass &amp; VIP Induction</i>	<b>Module 2: Look Around and Explore</b> <b>phonics:</b> Long o, e, u (CV, VCe); Review Long Vowels (VCe) <b>generative vocab:</b> Suffixes -er, -est <b>writing workshop:</b> descriptive essay <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Central Idea</li> <li>Make Inferences</li> <li>Content-Area Words</li> </ul> Research: Select a Topic Reader's Theater
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12-14 ~ Pre-Exam Days</i>	<b>Module 2: Look Around and Explore</b> 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"> <li>Writing Form: Descriptive Essay</li> <li>Grammar Mini Lessons: Singular and Plural</li> <li>Nouns</li> </ul> Reader's Theater
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	<b>Module 2: Look Around and Explore</b> 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"> <li>Central Idea</li> <li>Ask and Answer Questions</li> <li>Elements of Drama</li> </ul> Reader's Theater
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	<b>Module 3 Meet in the Middle</b> 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"> <li>Central Idea</li> <li>Point of View</li> <li>Monitor and Clarify</li> <li>Speaking and Listening: Social</li> <li>Communication</li> </ul>

<p><b>Week 9</b>  <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b>  <b>3 Days of Class</b>  <i>5-6 ~Q1 Exams</i></p>	<p><b>Module 3: Meet in the Middle</b>  Phonics: Final Blends; Closed Syllables  High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish  Fluency: Reading Rate  Spelling: Final Blends  Writing Workshop</p> <ul style="list-style-type: none"> <li>• Writing Form: Persuasive Text</li> <li>• Grammar Mini lessons: Proper Nouns</li> </ul>
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## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (10)</b>  <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b>  <b>3 Days of Class</b>  <i>9-10 – Double 10 Holiday</i></p>	<p><b>Module 3: Meet in the Middle</b>  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</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Make and Confirm Predictions</li> <li>• Central Idea</li> <li>• Synthesize</li> </ul> <p>Text Organization</p>
<p><b>Week 2 (11)</b>  <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b></p>	<p><b>Module 3: Meet in the Middle</b>  Phonics: Consonant Digraphs; Prefixes  un-, re-  High-Frequency Words: even, mouse, Mr., Mrs., other, shall, these, when, while, white  Fluency: Expression  Spelling: Consonant Digraphs  Writing Workshop</p> <ul style="list-style-type: none"> <li>• Writing Form: Persuasive Text</li> <li>• Grammar Mini lessons: Compound</li> </ul> <p>Subjects and Predicates</p>
<p><b>Week 3 (12)</b>  <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b></p>	<p><b>Module 4: Once Upon a Time</b>  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"> <li>• Text Organization</li> </ul>



	<ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Make Inferences</li> <li>• Speaking and Listening: Give and</li> <li>• Follow Instructions</li> </ul>
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1 - All Saint's Day Mass</i>	<b>Module 4: Once Upon a Time</b> 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 <ul style="list-style-type: none"> <li>• Writing Form: Imaginative Story</li> <li>• Grammar Mini lessons: Verbs in the Present, Past, and Future</li> </ul>
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	<b>Module 4: Once Upon a Time</b> 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 <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Make Connections</li> <li>• Story Structure</li> </ul> Cause and Effect
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	<b>Module 5: Lead the Way</b> 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 <ul style="list-style-type: none"> <li>• Writing Form: Personal Essay</li> <li>• Grammar Mini lessons: Quotation Marks</li> </ul>
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	<b>Module 5: Lead the Way</b> 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 <ul style="list-style-type: none"> <li>• Characters</li> <li>• Synthesize</li> <li>• Text Features</li> <li>• Evaluate</li> </ul> Ideas and Support
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	<b>Module 5: Lead the Way</b> Phonics: Suffixes -ful, -less; Multisyllabic Words

	<p>High-Frequency Words: began, book, of, ready, their, thought, two, whole, write, years</p> <p>Fluency: Intonation</p> <p>Spelling: Homophones</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> <li>Text Organization</li> <li>Summarize</li> <li>Content-Area Words</li> </ul> <p>Chronological Order</p>
<p><b>Week 9 (18)</b>  <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b>  8 - Foundation Day Celebrations</p>	<p><b>Module 6: Weather Wise</b></p> <p>Phonics: Suffixes -y, -ly; Multisyllabic</p> <p>Words: Suffixes -y, -ly</p> <p>High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were</p> <p>Fluency: Accuracy and Self-Correction</p> <p>Spelling: Inflections -s, -es</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> <li>Writing Form: Poem</li> </ul> <p>Grammar Mini lessons: Pronouns</p>
<p><b>Week 10 (19)</b>  <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b>  <b>3 Days of Class</b>  14-15 ~ Q2 Exams</p>	<p><b>Module 6: Weather Wise</b></p> <p>Phonics: Suffixes -y, -ly; Multisyllabic</p> <p>Words: Suffixes -y, -ly</p> <p>High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were</p> <p>Fluency: Accuracy and Self-Correction</p> <p>Spelling: Inflections -s, -es</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> <li>Writing Form: Poem</li> </ul> <p>Grammar Mini lessons: Pronouns</p>
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Holiday</b>

### 3rd QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>4 ~ New Year Mass</i>	<b>Module 6: Weather Wise</b> 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 <ul style="list-style-type: none"> <li>Writing Form: Poem</li> </ul> Grammar Mini lessons: Pronouns
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	<b>Module 6: Weather Wise</b> Phonics: Prefix dis-; Inflections: Spelling Changes High-Frequency Words: anything, change, children, gone, good, notice, now, page, since, woman Fluency: Reading Rate Spelling: Sounds for c and g Reading Workshop <ul style="list-style-type: none"> <li>Content-Area Words</li> <li>Make Connections</li> <li>Point of View</li> <li>Evaluate</li> </ul> Text Features
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	<b>Module 6: Weather Wise</b> 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 <ul style="list-style-type: none"> <li>Text Features</li> <li>Ask and Answer Questions</li> <li>Elements of Poetry</li> </ul> Cause and Effect
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	<b>Module 7: Everyone Has a Story</b> 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 <b>WRITING WORKSHOP</b> <ul style="list-style-type: none"> <li>Writing Form: Imaginative Story</li> <li>Grammar Mini lessons: Commas in Dates and Places</li> </ul>
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	<b>Module 7: Everyone Has a Story</b> 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

	<p>Spelling: r-Controlled Vowel er\</p> <p>READING WORKSHOP</p> <ul style="list-style-type: none"> <li>Text Organization</li> <li>Monitor and Clarify</li> <li>Make Inferences</li> </ul> <p>Central Idea</p>
<p><b>Week 6 (25)</b>  <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b>  <u><b>3 Days of Class</b></u>  <i>8-9 ~ CNY</i></p>	<p><b>Module 7: Everyone Has a Story</b>  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"> <li>Central Idea</li> <li>Create Mental Images</li> <li>Setting</li> <li>Ideas and Support</li> </ul>
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>CNY Holiday</b>
<p><b>Week 7 (26)</b>  <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b>  <i>19 ~ Lenten Mass</i>  <i>21-23 ~ Pre-Exam Days</i></p>	<p><b>Module 8 Time to Grow!</b>  Phonics: Vowel Patterns: /ft/;  Multisyllabic Words: /ft/, /f/  High-Frequency Words: about, floor, food, group, knew, music, room, school, soon, through  Fluency: Reading Rate  Spelling: Vowel Patterns: /ft/  Writing Workshop</p> <ul style="list-style-type: none"> <li>Writing Form: Procedural Text</li> <li>Grammar Mini lessons: Using Adjectives</li> </ul>
<p><b>Week 8 (27)</b>  <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b>  <u><b>4 Days of Class</b></u>  <i>28 ~ 228 Memorial Day Holiday</i></p>	<p><b>Module 8 Time to Grow!</b>  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"> <li>Characters</li> <li>Retell</li> <li>Story Structure</li> <li>Make Connections</li> </ul>
<p><b>Week 9 (28)</b>  <b>March 4<sup>th</sup> to 8<sup>th</sup></b>  <u><b>4 Days of Class</b></u>  <i>8 ~ Q3 Exams</i></p>	<p><b>Module 8 Time to Grow!</b>  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"> <li>Characters</li> <li>Retell</li> </ul>

	<ul style="list-style-type: none"><li>• Story Structure</li><li>• Make Connections</li></ul>

## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <b>4 Days of Class</b> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	<b>Module 8 Time to Grow!</b> 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 <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Synthesize</li> <li>• Text Organization</li> </ul> Cause and Effect
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-21 ~ Fire Drill</i>	<b>Module 9 Home Sweet Habitat</b> 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 <ul style="list-style-type: none"> <li>• Writing Form: Research Report</li> </ul> Grammar Mini lessons: Contractions
<b>March 25<sup>th</sup> to Apr 5<sup>th</sup></b>	<b>Easter Holiday</b>
<b>Week 3 (31)</b> <b>Apr 8<sup>th</sup> to 12<sup>th</sup></b> <i>10 ~ Easter Mass</i>	<b>Module 9 Home Sweet Habitat</b> 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 <ul style="list-style-type: none"> <li>• Text Organization</li> <li>• Monitor and Clarify</li> <li>• Text Features</li> <li>• Create Mental Images</li> <li>• Elements of Poetry</li> </ul>
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	<b>Module 9 Home Sweet Habitat</b> 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 <ul style="list-style-type: none"> <li>• Text Organization</li> <li>• Retell</li> <li>• Figurative Language</li> <li>• Chronological Order</li> </ul>
<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	<b>Module 10 Many Cultures, One World</b> Phonics: Prefix mis-; Affixes Review High-Frequency Words: against, cover, early, getting, here, hurry, much, stopped, toward, your

	<p>Fluency: Intonation          Spelling: Inflections -ed, -ing          Writing Workshop</p> <ul style="list-style-type: none"> <li>• Writing Form: Thank-You Letter</li> <li>• Grammar Minilessons: Possessive</li> </ul> <p>Pronouns</p>
<p><b>Week 6 (35)</b>  <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b>  <i>1-2 ~ Pre-Exam</i>  <i>1-10~ Final Exams (K, 5, 8, 12 only)</i>  <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><b>Module 10 Many Cultures, One World</b>          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"> <li>• Story Structure</li> <li>• Make and Confirm Predictions</li> <li>• Central Idea</li> <li>• Synthesize</li> </ul>
<p><b>Week 7 (36)</b>  <b>May 6<sup>th</sup> to 10<sup>th</sup></b>  <i>1-10~ Final Exams (K, 5, 8, 12 only)</i>  <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><b>Module 10 Many Cultures, One World</b>          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"> <li>• Text Features</li> <li>• Make Connections</li> <li>• Story Structure</li> <li>• Graphic Features</li> </ul>
<p><b>Week 8 (37)</b>  <b>May 13<sup>th</sup> to 17<sup>th</sup></b>  <u><b>2 Days of Class</b></u>  <i>15-16 ~ Q4 Exams</i>  <i>17 ~ Record Day</i></p>	<p><b>Module 10 Many Cultures, One World</b>          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"> <li>• Text Features</li> <li>• Make Connections</li> <li>• Story Structure</li> </ul> <p>Graphic Features</p>
<p><b>Week 9 (38)</b>  <b>May 20<sup>th</sup> to 24<sup>th</sup></b>  <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b></p>	<p>-----</p> <p><i>20-24 ~ Student Clearance Days</i>  <i>21 ~ Baccalaureate Mass for Graduating classes</i>  <i>22 &amp; 23 ~ Middle &amp; High School Sports Day</i>  <i>23 ~ Pre-Kindergarten &amp; Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i>  <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i>  <i>24 ~ Lower School Sports Day</i></p>
<p><b>Week 10 (39)</b>  <b>May 27<sup>th</sup> to 31<sup>st</sup></b>  <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b></p>	<p>-----</p> <p><i>27 ~ House Culminating Activity</i>  <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i>  <i>29 ~ Class Party</i>  <i>30 ~ Last Day of School &amp; Report Card Distribution (half day)</i>  <i>31 ~ Teachers/Staff Meeting</i></p>