



Dominican International School  
台北市私立道明外僑學校  
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.  
10464 臺北市中山區大直街 76 號



## COURSE SYLLABUS

|                    |                                                                                                                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Year</b> | 2025-2026                                                                                                                                                                                                       |
| <b>Subject</b>     | ELA/EAL                                                                                                                                                                                                         |
| <b>Grade Level</b> | 2                                                                                                                                                                                                               |
| <b>Teacher</b>     | Mr. Charles, Ms. Mafalda, Mr. Williams                                                                                                                                                                          |
| <b>Email</b>       | <a href="mailto:cmarks@dishs.tp.edu.tw">cmarks@dishs.tp.edu.tw</a> , <a href="mailto:mwu@dishs.tp.edu.tw">mwu@dishs.tp.edu.tw</a> ,<br><a href="mailto:ewilliams@dishs.tp.edu.tw">ewilliams@dishs.tp.edu.tw</a> |

### 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 primary emphasis throughout the year. The course is divided up into a variety of topics and themes to help learners 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 multisyllable words through phonics and structural analysis and monitor their reading. In oral reading, they work on fluency by phrasing accurately, reading with an understanding of punctuation, and reading at a reasonable 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, inferring & predicting, summarizing, and concluding.

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 prewriting and planning, drafting, 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.

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, and 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:** By the end of the semester/school year, students will be able to:

## Quarter 1

- Word Recognition, Words in Connected Text, Self-Correction, Intonation, Phrasing/Punctuation, Expression
- Distinguish between complete sentences and groups 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-)
- Engage in Reading Workshop: focus on identifying the central idea, asking and answering questions, analyzing the setting, participating in collaborative discussions, understanding characters, creating mental images, making inferences, examining elements of drama, and studying point of view.
- Identify the parts of a sentence: naming part and action part.
- Identify each kind of sentence: telling sentence, asking, exclamation, and command/request.



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- 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 a 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



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- 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



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- 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 adjectives. Form comparative and superlative forms 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.



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- 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.

#### PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Houghton Mifflin Harcourt. *Into Reading Grade 2, myBook Volumes 1-3*  
*Know it Show it workbook*  
*Grammar Practice workbook*  
Houghton Mifflin English Series, Houghton Mifflin Harcourt Publishing Company

Raz Kids  
Britannica online (off campus through website Q link tab: **username: dominican / password: DIS-2025**)  
Reader's Theater scripts

Books borrowed from the library or brought from home

#### GRADING SYSTEM/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 at a later time. Learners will be assessed both formatively and summatively, through continuous ongoing assessment and the end of the unit of topic/theme projects and quizzes. Students must complete the assigned worksheets. Worksheets, workbooks, and test papers will be checked for accuracy and returned. The scores will be given.



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| Area                       | Weight |
|----------------------------|--------|
| Tests and Quizzes          | 30%    |
| Homework/seatwork/projects | 30%    |
| Quarter Exam               | 30%    |
| Department                 | 10%    |

### ADDITIONAL INFORMATION:

- Britannica School: Research platform can be accessed through the “Qlinks” tab on the DIS website.
- Raz Plus is our online reading platform and should be used regularly. Occasionally, books may be assigned to you through this platform
- Please see Google Classroom for more information.

### ACADEMIC DISHONESTY:

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:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- 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/learning task.**





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## First Quarter Tentative Course Content

| Week/Date                                                                                                                                                                                                       | Topic/Projects/Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Week 1</b><br>(August 12 to 15)<br><u>4 days of class</u><br>12-General Assembly at the Gymnasium<br>15-Opening Mass & Assumption of Our Lady                                                                | <ul style="list-style-type: none"><li>• Introduction to course content and procedures for Language Arts</li><li>• Rules and Expectations</li><li>• Writing-All about Me</li><li>• Spelling Diagnostic</li><li>• Module 1 Launch <i>Be a Super Citizen</i></li></ul>                                                                                                                                                                                                                                 |
| <b>Week 2</b><br>(August 18 to 22)<br>18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly<br>20- House Shirt & Blue Jeans Day Starts<br>22- Club Orientation and Club Sign-up | <u><b>Module 1 Be a Super Citizen</b></u> <ul style="list-style-type: none"><li>• Continue Module 1 Launch/Week 1</li><li>• Story 1 Vocabulary</li><li>• Story 1: Clark the Shark</li><li>• Reading Skills: Setting, ask &amp; answer ?'s, character traits</li><li>• Grammar: subject/predicate</li><li>• Writing Workshop Launch</li><li>• Phonics: short vowels</li><li>• Introduce RAZ online reading platform</li><li>• Collaborative Conversations</li></ul>                                  |
| <b>Week 3</b><br>(August 25 to 29)<br>27- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year"<br>29- First Club Meeting                                                       | <u><b>Module 1 Be a Super Citizen</b></u> <ul style="list-style-type: none"><li>• Test Taking Strategies/Practice</li><li>• Story 2 :<i>The Great Puppy Invasion</i></li><li>• Story 2 Vocabulary</li><li>• Reading Skills: Central Idea and Author's Purpose</li><li>• Writing Workshop: 6 Traits of Good Writing</li><li>• Grammar: Simple Sentences, Capitalization/Punctuation</li><li>• Phonics: Short Vowels</li><li>• RAZ online reading</li><li>• Reading and language assessment</li></ul> |
| <b>Week 4</b><br>(September 1 to 5)<br>1- Launching of the World Day of Prayer for the Care of Creation (During the Monday Assembly)<br>1-AP Registration<br>3- AEO Fall University Fair<br>5- House Ceremony   | <u><b>Module 1 Be a Super Citizen</b></u> <ul style="list-style-type: none"><li>• Story 3: <i>Picture Day Perfection</i></li><li>• Phonics: Short Vowels</li><li>• Grammar: Types of Sentences</li><li>• Writing Workshop: Begin Personal Narrative</li><li>• RAZ online reading</li><li>• Reading comprehension assessment</li></ul>                                                                                                                                                               |
| <b>Week 5</b><br>(September 8 to 12)<br>8- Holy Mass: Nativity of the                                                                                                                                           | <u><b>Module 2 Look Around and Explore!</b></u> <ul style="list-style-type: none"><li>• Read Aloud: Violet the Pilot</li></ul>                                                                                                                                                                                                                                                                                                                                                                      |





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| <p>Blessed Virgin Mary &amp; VIP Induction<br/>10- House Mini Games Start</p>                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>● <b>Module 2 Launch <i>Look Around and Explore!</i></b></li><li>● <b>Phonics Long Vowels</b></li><li>● <b>Story 1: <i>Many Kinds of Matter</i></b></li><li>● <b>Story 1 Vocabulary</b></li><li>● <b>Reading Skills: Central Idea, Author's Purpose &amp; Inferences</b></li><li>● <b>Writing Workshop: Personal Narrative</b></li><li>● <b>RAZ online reading</b></li></ul>                                                                                                 |
| <p><b>Week 6</b><br/>(September 15 to 19)<br/>15- Catholic Bridge Program for all New Students (After the Monday Assembly at the Gymnasium)<br/>19- Athletics / Sports Orientation<br/>19- PSAT/NMSQT Registration deadline</p>                                                         | <p><u><b>Module 2 <i>Look Around and Explore!</i></b></u></p> <ul style="list-style-type: none"><li>● <b>Reading Assessment</b></li><li>● <b>Vocabulary</b></li><li>● <b>Read Aloud: <i>It's Only Stanley</i></b></li><li>● <b>Reading Strategies: Setting, Asking &amp; Answering Questions</b></li><li>● <b>Phonics: Long Vowels and Suffixes</b></li><li>● <b>Writing Workshop: Personal Narrative</b></li><li>● <b>Grammar: Subject/Verb Agreement (-s, -es)</b></li><li>● <b>RAZ online reading</b></li></ul> |
| <p><b>Week 7</b><br/>(September 22 to 26)<br/>22- Celebration of the International Day of Peace-Peace Pole Ceremony (During the Monday Assembly)<br/>Teacher's Day Celebration &amp; 26- Teachers' Appreciation<br/>26- Grade 12 Career Educational Trip<br/>24 to 26-Pre-Exam Days</p> | <ul style="list-style-type: none"><li>● <b>Q1 Exam Review</b></li><li>● <b>Activities to prepare for assessment</b></li><li>● <b>Writing Workshop wrap up</b></li><li>● <b>Quarter wrap up</b></li></ul>                                                                                                                                                                                                                                                                                                           |
| <p><b>Week 8</b><br/>(September 29 to October 3)<br/>29- Launching of the Month of the Holy Rosary (During the Monday Assembly)<br/>Oct. 1-2- First Quarter Exam (half day)</p>                                                                                                         | <ul style="list-style-type: none"><li>● <b>Review</b></li><li>● <b>Q1 Exam</b></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day<br/>Recollection for Aunties and Uncles (no classes for students)</b></p>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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## Second Quarter Tentative Course Content

| Week/Date                                                                                                                                                                                                                                                                                                                | Topic/Projects/Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <i>6-Moon Festival (no classes)</i>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>7-9 Teacher's Conference (no classes)</i>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Week 1 (11)</b><br>(October 13 to 17)<br>13- Second Quarter Begins<br>13- Start of New Applicant Enrollment for 2nd Semester<br>14- Visit of Mother Mary to Classrooms (During the morning prayer)<br>15- AP Exam Only Registration Deadline<br>15- Monthly Career Talk - College Prep<br>17- PSAT/NMSQT Digital Exam | <b><u>Module 2 Look Around and Explore!</u></b> <ul style="list-style-type: none"><li>• Reading 2: Great Fuzz Frenzy</li><li>• Story 2 Vocabulary</li><li>• Reading Strategies: Connect Text and Visuals, onomatopoeia</li><li>• Phonics: Long Vowels and Suffixes</li><li>• Grammar: Subject/Verb Agreement (-s, -es)</li><li>• Writing Workshop: Descriptive paragraphs</li><li>• RAZ online reading</li></ul>                                                                                                                              |
| <b>Week 2 (12)</b><br>(October 20 to 24)<br>20- Jubilee: Marian Exhibit Opening (After the Monday Assembly)<br>20- Campus Safety Talk for Students<br>24- Book Fair (Senior Escape Room)                                                                                                                                 | <b><u>Module 3 Meet in the Middle</u></b> <ul style="list-style-type: none"><li>• Module 3 Launch <i>Meet in the Middle</i></li><li>• Story 1 Vocabulary</li><li>• Story 1: Big Red Lollipop</li><li>• Reading Strategies: Review setting, ask &amp; answer ?'s, character traits</li><li>• Writing Workshop: Descriptive paragraphs</li><li>• Phonics: blends with l, r, and s</li><li>• Grammar: nouns</li><li>• Collaborative Conversations</li><li>• RAZ online reading</li><li>• Reading comprehension and language assessment</li></ul> |
| <b>Week 3 (13)</b><br>(October 27 to 31)<br>29- Grade 11 Career Educational Trip<br>Oct. 31 to Nov. 1- Gr.6 SEL Camp                                                                                                                                                                                                     | <b><u>Module 3 Meet in the Middle</u></b> <ul style="list-style-type: none"><li>• Story 2: Read aloud <i>Three Hens and a Peacock</i></li><li>• Reading Skills: Make and confirm predictions, retelling the story</li><li>• Phonics: double the final consonant</li><li>• Grammar: nouns, adjectives</li><li>• Writing Workshop: Description Essay</li><li>• RAZ online reading</li></ul>                                                                                                                                                     |
| <b>Week 4 (14)</b><br>(November 3 to 7)<br>3- Feast of St. Martin de Porres Mass (integrated during the Monday Assembly)                                                                                                                                                                                                 | <b><u>Module 3 Meet in the Middle</u></b> <ul style="list-style-type: none"><li>• Story 3 Vocabulary</li><li>• Story 3: <i>Pepita and the Bully</i></li><li>• Reading Skills: Make and confirm predictions,</li></ul>                                                                                                                                                                                                                                                                                                                         |



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| 5- Monthly Career Talk - College Prep                                                                                                                                                                                                                                                                                                                              | <b>retelling the story, theme/moral of the story</b> <ul style="list-style-type: none"> <li>• <b>Phonics: consonant digraphs</b></li> <li>• <b>Grammar: nouns, adjectives</b></li> <li>• <b>Writing Workshop: Description Essay</b></li> <li>• <b>RAZ online reading</b></li> <li>• <b>Reading comprehension and language assessment</b></li> </ul>                                                                                                                                                                                         |
| <b>Week 5 (15)</b><br>(November 10 to 14)<br>14- Health Week<br>14- VIP-Parent Learning Community                                                                                                                                                                                                                                                                  | <u><b>Module 4 Once Upon a Time</b></u> <ul style="list-style-type: none"> <li>• <b>Module 4 Launch <i>Once Upon a Time</i></b></li> <li>• <b>Story 1 Vocabulary</b></li> <li>• <b>Story 1: <i>How to Read a Story</i></b></li> <li>• <b>Reading Skills: Text organization and inferences</b></li> <li>• <b>Phonics: -k, -ck, suffixes: -ful, -less</b></li> <li>• <b>Grammar: possessive nouns and pronouns</b></li> <li>• <b>Writing Workshop: Description Essay</b></li> <li>• <b>RAZ online reading</b></li> </ul>                      |
| <b>Week 6 (16)</b><br>(November 17 to 21)<br>17- Launching of Mental Health and Anti-Bullying Month<br>21- Young Shakespeare Play Writing and Performing Contest                                                                                                                                                                                                   | <u><b>Module 4 Once Upon a Time</b></u> <ul style="list-style-type: none"> <li>• <b>Story 2 Vocabulary</b></li> <li>• <b>Story 2: <i>The Crow, Lion, and Mouse</i></b></li> <li>• <b>Reading Skills: Elements of Drama / Reader's Theater and story structure</b></li> <li>• <b>Phonics: long a (ai, ay)</b></li> <li>• <b>Grammar: possessive nouns and pronouns</b></li> <li>• <b>Writing Workshop: Imaginative story</b></li> <li>• <b>RAZ online reading</b></li> <li>• <b>Reading comprehension and language assessment</b></li> </ul> |
| <b>Week 7 (17)</b><br>(November 24 to 28)<br>24- Peace Pole Day (Monday Assembly)<br>24- Lighting of the Christmas Tree after school (Campus Min/ ECA/ D' Torch Orchestra/ Religious Studies) (Afternoon)<br>25-27- Pre-Exam Days<br>27- Thanksgiving Potluck after school for teachers and staff<br>27- Thanksgiving Family Day<br>28- Gr. 12 Second Quarter Exam | <u><b>Module 4 Once Upon a Time</b></u> <ul style="list-style-type: none"> <li>• <b>Story 3 Vocabulary</b></li> <li>• <b>Story 3: <i>If the Shoe Fits</i></b></li> <li>• <b>Reading Skills: Story structure, retelling a story, compare/contrast</b></li> <li>• <b>Phonics: long e (VCe)</b></li> <li>• <b>Writing Workshop: Imaginative story</b></li> <li>• <b>Grammar: verbs</b></li> <li>• <b>RAZ online reading</b></li> </ul>                                                                                                         |
| <b>Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Week 8 (18)</b><br>(December 1 to 5)<br>1- First Week of Advent: Lighting of First Advent Candle (During                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <b>Reading comprehension and language assessment</b></li> <li>• <b>Review for Q2 Exam</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |



# Dominican International School

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| the Monday Assembly)<br>3- Monthly Career Talk - College Prep<br>5- Nativity Play (Collaboration with Campus Ministry)<br>5- Christmas Fair Whole Day                                                                                                                     | <ul style="list-style-type: none"><li>● <b>Wrap up Writing Workshop</b></li><li>● <b>End of the Quarter reading and language activities</b></li><li>● <b>RAZ online reading</b></li></ul> |
| <b>Week 9 (19)</b><br><b>(December 8 to 12)</b><br>8- Foundation Day Mass, cake ceremony, and Class Party (half day)<br>8- Solemnity of the Immaculate Conception<br>8- Second Week of Advent<br>10- Gr. 12 Advent Immersion<br>11 and 12- Second Quarter Exam (half day) | <ul style="list-style-type: none"><li>● <b>Q2 Exam</b></li></ul>                                                                                                                          |
| <i>December 13 Invitation for All: Advent Recollection @DIS (Saturday)</i>                                                                                                                                                                                                |                                                                                                                                                                                           |
| <i>December 15 to January 2 Christmas Break</i>                                                                                                                                                                                                                           |                                                                                                                                                                                           |

*“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”*