

Garriga and Derry Elementary
2nd Grade English Language Arts Curriculum Map
(This timeline is subject to change in order to meet the needs of students.)

Revised: 5-23-16

Week	Dates	Oral and Written Conventions/ Spelling (2.23)	Spelling List	Oral and Written Convention/ Conventions (2.21)	Writing (2.17, 2.18, 2.19, 2.20)																				
22 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Write legibly and use appropriate capitalization and punctuation conventions in their compositions 22A Write legibly leaving appropriate margins for readability																									
1	8/22-8/26	23.A Use phonological knowledge to match sounds to letters to construct unknown words 23F Use resources to find correct spellings <i>Review short vowels</i>	<table border="1"> <tr><td>glad</td><td>flop</td></tr> <tr><td>flat</td><td>crop</td></tr> <tr><td>mask</td><td>help</td></tr> <tr><td>sandwich</td><td>spend</td></tr> <tr><td>picnic</td><td>rest</td></tr> <tr><td>grin</td><td>left</td></tr> <tr><td>spin</td><td>lunch</td></tr> <tr><td>twist</td><td>plum</td></tr> <tr><td>spot</td><td>jump</td></tr> <tr><td>drop</td><td>lump</td></tr> </table>	glad	flop	flat	crop	mask	help	sandwich	spend	picnic	rest	grin	left	spin	lunch	twist	plum	spot	jump	drop	lump	21B Use complete sentences with correct subject-verb agreement <i>Subjects and predicates</i>	18 Writing/Literary Texts – Write literary texts to express ideas and feelings about real people, events, ideas <i>Write sentences about pets.</i>
glad	flop																								
flat	crop																								
mask	help																								
sandwich	spend																								
picnic	rest																								
grin	left																								
spin	lunch																								
twist	plum																								
spot	jump																								
drop	lump																								
2	8/29-9/2	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iii) long vowels 23F Use resources to find correct spellings <i>Long vowels a, i - Silent e</i>	<table border="1"> <tr><td>shake</td><td>grade</td></tr> <tr><td>spine</td><td>gripe</td></tr> <tr><td>plate</td><td>glide</td></tr> <tr><td>size</td><td>spike</td></tr> <tr><td>grape</td><td>shine</td></tr> <tr><td>prize</td><td>drive</td></tr> <tr><td>rake</td><td>plane</td></tr> <tr><td>mistake</td><td>dine</td></tr> <tr><td>stake</td><td>crane</td></tr> <tr><td>flake</td><td>vine</td></tr> </table>	shake	grade	spine	gripe	plate	glide	size	spike	grape	shine	prize	drive	rake	plane	mistake	dine	stake	crane	flake	vine	21B Use complete sentences with correct subject-verb agreement <i>Subjects and predicates</i>	17 Writing/Writing Process – Use elements of the writing process to compose text 17A Plan a first draft by generating ideas for writing <i>Model Writing Process</i> <i>Brainstorm – Draw, share ideas, list key ideas</i> <i>Write about what having a pet means to you.</i>
shake	grade																								
spine	gripe																								
plate	glide																								
size	spike																								
grape	shine																								
prize	drive																								
rake	plane																								
mistake	dine																								
stake	crane																								
flake	vine																								
3	9/6-9/9 Labor Day 4-day Week (TPRI)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iii) long vowels 23F Use resources to find correct spellings <i>Long vowels e, o, u - Silent e</i>	<table border="1"> <tr><td>close</td><td>rule</td></tr> <tr><td>mule</td><td>chose</td></tr> <tr><td>cube</td><td>spoke</td></tr> <tr><td>use</td><td>joke</td></tr> <tr><td>doze</td><td>tune</td></tr> <tr><td>rose</td><td>here</td></tr> <tr><td>drove</td><td>eve</td></tr> <tr><td>froze</td><td>rude</td></tr> <tr><td>cute</td><td>concrete</td></tr> <tr><td>June</td><td>delete</td></tr> </table>	close	rule	mule	chose	cube	spoke	use	joke	doze	tune	rose	here	drove	eve	froze	rude	cute	concrete	June	delete	21A Understand and use the following parts of speech in the context of reading, writing, and speaking 21A(ii) nouns <i>Nouns</i>	17 Writing/Writing Process – Use elements of the writing process to compose text 17B Develop drafts by sequencing ideas through writing sentences <i>Model Writing Process</i> <i>Draft – Sequence ideas</i> <i>Write about what having a pet means to you.</i>
close	rule																								
mule	chose																								
cube	spoke																								
use	joke																								
doze	tune																								
rose	here																								
drove	eve																								
froze	rude																								
cute	concrete																								
June	delete																								

4	9/12-9/16 (TPRI/ STAR)	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B complex consonants</p> <p>23F Use resources to find correct spellings</p> <p><i>Beginning complex consonant blends with scr, shr, spl, str, thr</i></p>	<p>scrap</p> <p>scram</p> <p>shrimp</p> <p>split</p> <p>strum</p> <p>stripe</p> <p>scrape</p> <p>shrink</p> <p>shrub</p> <p>strand</p>	<p>strip</p> <p>scrub</p> <p>splash</p> <p>sprint</p> <p>strap</p> <p>stroke</p> <p>thrash</p> <p>throb</p> <p>thrift</p> <p>thrust</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(ii) nouns</p> <p>22B Use capitalization</p> <p>22B(i) proper nouns</p> <p>22C Recognize and use punctuation marks</p> <p>22C(iii) apostrophes and possessives</p> <p><i>Nouns – common/proper</i></p> <p><i>Possessives</i></p>	<p>17 Writing/Writing Process – Use elements of the writing process to compose text</p> <p>17C Revise drafts by adding or deleting words, phrases, or sentences</p> <p><i>Model Writing Process</i></p> <p><i>Revise – Add or delete words, phrases, or sentences</i></p> <p><i>Write about what having a pet means to you.</i></p>
5	9/19-9/23	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23F Use resources to find correct spellings</p> <p><i>Final complex consonant blends including tch</i></p>	<p>next</p> <p>end</p> <p>camp</p> <p>sank</p> <p>sing</p> <p>drink</p> <p>hunt</p> <p>stand</p> <p>long</p> <p>scratch</p>	<p>hitch</p> <p>scalp</p> <p>bring</p> <p>jump</p> <p>left</p> <p>sink</p> <p>held</p> <p>catch</p> <p>patch</p> <p>batch</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(ii) nouns</p> <p><i>Nouns – singular/plural</i></p>	<p>17 Writing/Writing Process – Use elements of the writing process to compose text</p> <p>17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p><i>Model Writing Process</i></p> <p><i>Edit – Introduce Rubric</i></p> <p><i>Write about what having a pet means to you.</i></p>
6	9/26-9/30	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(i) complex consonants</p> <p>23F Use resources to find correct spellings</p> <p><i>Double Consonants</i></p> <p><i>Consonant digraph ck</i></p>	<p>dress</p> <p>spell</p> <p>class</p> <p>add</p> <p>neck</p> <p>full</p> <p>stuck</p> <p>kick</p> <p>rock</p> <p>black</p>	<p>trick</p> <p>doll</p> <p>will</p> <p>across</p> <p>block</p> <p>drill</p> <p>spill</p> <p>clock</p> <p>stick</p> <p>smell</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(i) verbs</p> <p><i>Verbs</i></p>	<p>17 Writing/Writing Process – Use elements of the writing process to compose text</p> <p>17E Publish and share writing with others</p> <p><i>Model Writing Process</i></p> <p><i>Publish and Share</i></p> <p><i>(author’s chair)</i></p>

7	10/3-10/7	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 1-40</i></p>	<p>the</p> <p>you</p> <p>are</p> <p>that</p> <p>was</p> <p>with</p> <p>they</p> <p>this</p> <p>have</p> <p>from</p>	<p>one</p> <p>by</p> <p>what</p> <p>all</p> <p>were</p> <p>when</p> <p>your</p> <p>said</p> <p>words</p> <p>his</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(i) verbs</p> <p><i>Verbs - past, present, future</i></p>	<p>19 Writing/Expository and Procedural Texts</p> <p>19A Write brief compositions about topics of interest</p> <p>21A(vii) time-order transitional words</p> <p>21B Use complete sentences with correct subject-verb agreement</p> <p><i>Model Procedural Text – How to make pancakes</i></p> <p><i>Research Method - Biography</i></p>
8	<p>10/10-10/14</p> <p><i>Last day of 1st Quarter</i></p>	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 41-60</i></p>	<p>there</p> <p>use</p> <p>an</p> <p>each</p> <p>which</p> <p>she</p> <p>do</p> <p>how</p> <p>their</p> <p>if</p>	<p>will</p> <p>up</p> <p>other</p> <p>about</p> <p>out</p> <p>many</p> <p>then</p> <p>them</p> <p>these</p> <p>so</p>	<p>21B Use complete sentences with correct subject-verb agreement</p> <p>22C Recognize and use punctuation marks</p> <p>22C(i) ending punctuation in sentences</p>	<p>19 Writing/Expository and Procedural Texts</p> <p>19A Write brief compositions about topics of interest</p> <p>21A(vii) time-order transitional words</p> <p><i>Procedural Text – How to make a personal pizza</i></p> <p><i>Research Method - Biography</i></p>
9	10/17-10/21	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(i) complex consonants</p> <p>23F Use resources to find correct spellings</p> <p><i>Complex Consonants wh, wr, , kn, ph</i></p>	<p>whine</p> <p>whale</p> <p>white</p> <p>while</p> <p>knot</p> <p>knit</p> <p>knock</p> <p>phone</p> <p>photo</p> <p>graph</p>	<p>write</p> <p>wrote</p> <p>wring</p> <p>phase</p> <p>wrap</p> <p>wrist</p> <p>wreck</p> <p>whip</p> <p>knife</p> <p>knob</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(iii) adjectives</p> <p><i>Adjectives</i></p>	<p>20 Writing/Persuasive Texts – Influence the attitudes or actions of a specific audience on specific issues – write persuasive statements about issues that are important</p> <p><i>Write Persuasive Text on Posters</i></p> <p><i>Say No to Drugs</i></p> <p><i>Write about your school</i></p>

10	10/24-10/28	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23D Spell base words with inflectional endings</p> <p>23F Use resources to find correct spellings</p> <p><i>Base words and endings - ed, -ing, -s, -es</i></p>	<p>spilled</p> <p>standing</p> <p>asked</p> <p>mixed</p> <p>knocking</p> <p>asking</p> <p>patches</p> <p>jumping</p> <p>tricked</p> <p>flashing</p>	<p>boxes</p> <p>wishes</p> <p>wishing</p> <p>wished</p> <p>stitches</p> <p>named</p> <p>dresses</p> <p>mixes</p> <p>kicked</p> <p>rocking</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(iii) adjectives</p> <p><i>Adjectives</i></p>	<p>19 Writing/Expository and Procedural Texts</p> <p>19A Write brief compositions about topics of interest</p> <p>21A(vii) time-order transitional words</p> <p><i>Procedural Text – Pumpkin Carving</i></p>
11	10/31-11/4	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 61-80</i></p>	<p>some</p> <p>her</p> <p>would</p> <p>make</p> <p>like</p> <p>him</p> <p>into</p> <p>time</p> <p>has</p> <p>look</p>	<p>two</p> <p>more</p> <p>write</p> <p>go</p> <p>see</p> <p>number</p> <p>no</p> <p>way</p> <p>could</p> <p>people</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(iv) adverbs</p> <p><i>Adverbs</i></p>	<p>18 Writing/Literary Texts – Write to express ideas and feelings</p> <p>18B Write short poems to convey sensory details</p> <p>Procedural text- How an animal builds its home.</p>
12	11/7-11/11	<p>22C Recognize and use punctuation marks</p> <p>22C(ii) apostrophes and contractions</p> <p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23E Spell simple contractions</p> <p>23F Use resources to find correct spellings</p> <p><i>Contractions</i></p>	<p>don't</p> <p>can't</p> <p>I'm</p> <p>isn't</p> <p>he's</p> <p>we'll</p> <p>it's</p> <p>I've</p> <p>didn't</p> <p>you're</p>	<p>that's</p> <p>wasn't</p> <p>you've</p> <p>they're</p> <p>I'll</p> <p>he'll</p> <p>she'll</p> <p>we're</p> <p>she's</p> <p>doesn't</p>	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(iii) adjectives</p> <p>21A(iv) adverbs</p> <p><i>Adverbs/Adjectives</i></p>	<p>18 Writing/Literary Texts – Write to express ideas and feelings</p> <p>18B Write short poems to convey sensory details</p> <p><i>Write a simple Poem/Write about a bad day</i></p>

13	11/14-11/18	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 81-100</i></p>	<table border="1"> <tr><td>my</td><td>long</td></tr> <tr><td>than</td><td>down</td></tr> <tr><td>first</td><td>day</td></tr> <tr><td>water</td><td>did</td></tr> <tr><td>been</td><td>get</td></tr> <tr><td>call</td><td>come</td></tr> <tr><td>who</td><td>made</td></tr> <tr><td>oil</td><td>may</td></tr> <tr><td>now</td><td>part</td></tr> <tr><td>find</td><td>over</td></tr> </table>	my	long	than	down	first	day	water	did	been	get	call	come	who	made	oil	may	now	part	find	over	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(vi) pronouns</p> <p><i>Pronouns</i></p>	<p>18 Writing/Literary Texts – Write literary texts to express ideas and feelings about real events</p> <p><i>Brief stories – Thanksgiving traditions</i></p>
my	long																								
than	down																								
first	day																								
water	did																								
been	get																								
call	come																								
who	made																								
oil	may																								
now	part																								
find	over																								
14	11/28-12/2	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 101-120</i></p>	<table border="1"> <tr><td>new</td><td>me</td></tr> <tr><td>sound</td><td>back</td></tr> <tr><td>take</td><td>give</td></tr> <tr><td>only</td><td>most</td></tr> <tr><td>little</td><td>very</td></tr> <tr><td>work</td><td>after</td></tr> <tr><td>know</td><td>thing</td></tr> <tr><td>place</td><td>our</td></tr> <tr><td>year</td><td>just</td></tr> <tr><td>live</td><td>name</td></tr> </table>	new	me	sound	back	take	give	only	most	little	very	work	after	know	thing	place	our	year	just	live	name	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(v) prepositions and prepositional phrases</p> <p><i>Prepositions</i></p>	<p>19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions</p> <p>22B Use capitalization</p> <p>22B(ii) months and days of the week</p> <p>22B(iii) the salutation and closing of a letter</p> <p><i>Write about your best friend.</i></p>
new	me																								
sound	back																								
take	give																								
only	most																								
little	very																								
work	after																								
know	thing																								
place	our																								
year	just																								
live	name																								
15	12/5-12/9	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 121-140</i></p>	<table border="1"> <tr><td>good</td><td>before</td></tr> <tr><td>sentence</td><td>line</td></tr> <tr><td>man</td><td>right</td></tr> <tr><td>think</td><td>too</td></tr> <tr><td>say</td><td>mean</td></tr> <tr><td>great</td><td>old</td></tr> <tr><td>where</td><td>any</td></tr> <tr><td>help</td><td>same</td></tr> <tr><td>through</td><td>tell</td></tr> <tr><td>much</td><td>boy</td></tr> </table>	good	before	sentence	line	man	right	think	too	say	mean	great	old	where	any	help	same	through	tell	much	boy	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(v) prepositions and prepositional phrases</p> <p><i>Prepositional Phrases</i></p>	<p>19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions</p> <p>22B Use capitalization</p> <p>22B(ii) months and days of the week</p> <p>22B(iii) the salutation and closing of a letter</p> <p><i>Write a Letter (Santa letters/Holiday Card)</i></p> <p><i>Procedural text-How to make soup</i></p>
good	before																								
sentence	line																								
man	right																								
think	too																								
say	mean																								
great	old																								
where	any																								
help	same																								
through	tell																								
much	boy																								
16	12/12-12/16	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(iv) vowel digraphs, diphthongs</p> <p>23F Use resources to find correct spellings</p> <p><i>Vowel Digraphs</i></p> <p><i>ay, ai</i></p>	<table border="1"> <tr><td>pay</td><td>gray</td></tr> <tr><td>wait</td><td>away</td></tr> <tr><td>paint</td><td>stay</td></tr> <tr><td>train</td><td>day</td></tr> <tr><td>pail</td><td>raisin</td></tr> <tr><td>clay</td><td>stray</td></tr> <tr><td>tray</td><td>braid</td></tr> <tr><td>plain</td><td>play</td></tr> <tr><td>stain</td><td>mail</td></tr> <tr><td>hay</td><td>jail</td></tr> </table>	pay	gray	wait	away	paint	stay	train	day	pail	raisin	clay	stray	tray	braid	plain	play	stain	mail	hay	jail	<p>21A Understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>21A(v) prepositions and prepositional phrases</p> <p><i>Prepositional Phrases</i></p>	<p>19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions</p> <p>22B Use capitalization</p> <p>22B(ii) months and days of the week</p> <p>22B(iii) the salutation and closing of a letter</p> <p><i>Write an e-mail on how to make a soup</i></p>
pay	gray																								
wait	away																								
paint	stay																								
train	day																								
pail	raisin																								
clay	stray																								
tray	braid																								
plain	play																								
stain	mail																								
hay	jail																								

17	12/19-12/20 Last Day of 2 nd Quarter <i>Repeat Week 16</i>	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iv) vowel digraphs, diphthongs 23F Use resources to find correct spellings <i>Vowel Digraphs ay, ai</i>	pay wait paint train pail clay tray plain stain hay	gray away stay day raisin stray braid play mail jail	21C Distinguish among declarative and interrogative sentences <i>Interrogative and Declarative</i>	21B Use complete sentences with correct subject-verb agreement <i>Write sentences – interrogative and declarative</i> <i>Write a letter to the LRH about how she made a cake.</i> <i>Use appropriate conventions(closing, date, body, salutation)</i>
18	1/9-1/13 Begin with Week 17	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iii) long vowels 23B(iv) vowel digraphs, diphthongs 23F Use resources to find correct spellings <i>Vowel Digraphs ee, ea</i> <i>Long e spelled y</i>	free teach teeth please beach wheel team speak sneeze sheep	meaning weave between read tiny baby very lucky only many	21C Distinguish among declarative and interrogative sentences <i>Interrogative and Declarative</i>	19 Writing/Expository – Write expository texts to communicate ideas and information 19C Write brief comments on literary or informational texts Write a friendly letter to LRH using interrogative and Declarative sentences. 24 Research/Research Plan – Ask open-ended questions and develop a plan for answering them 24A Generate a list of topics (Heroes) 24B Decide what sources of information might be relevant to answer questions
19	1/16-1/20 (MOY TPRI)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iii) long vowels 23B(iv) vowel digraphs, diphthongs 23F Use resources to find correct spellings <i>Vowel Digraph oa, Vowel Diphthong ow, and long o</i>	own most soap float both know loan goat flow loaf	throw coach grow host glow groan boat mold sold blow	21C Distinguish among declarative and interrogative sentences <i>Interrogative and Declarative</i>	19 Writing/Expository – Write expository texts to communicate ideas and information 19C Write brief comments on literary or informational texts <i>Write brief comments about their day in their diary</i>

20	1/23-1/27 (MOY TPRI)	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(iii) long vowels</p> <p>23B(iv) vowel digraphs, diphthongs</p> <p>23F Use resources to find correct spellings</p> <p><i>Long i - spelled with i, y, igh, and ie</i></p>	<table border="1"> <tr><td>night</td><td>fry</td></tr> <tr><td>kind</td><td>sigh</td></tr> <tr><td>spy</td><td>why</td></tr> <tr><td>child</td><td>behind</td></tr> <tr><td>light</td><td>lightning</td></tr> <tr><td>find</td><td>grind</td></tr> <tr><td>right</td><td>tie</td></tr> <tr><td>high</td><td>dry</td></tr> <tr><td>wild</td><td>pie</td></tr> <tr><td>July</td><td>lie</td></tr> </table>	night	fry	kind	sigh	spy	why	child	behind	light	lightning	find	grind	right	tie	high	dry	wild	pie	July	lie	<p>28 Listening and Speaking/Listening – Use comprehension skills to listen attentively to others</p> <p>28A Listen attentively to speakers and ask relevant questions to clarify information</p> <p><i>Speak in complete sentences</i></p>	<p>24A Generate a list of topics of class-wide interest and formulate open-ended questions</p> <p>25 Research/Gathering Sources – Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the info</p> <p>25A Gather evidence from available sources – interview</p> <p><i>Write interview questions – Interview with a local expert</i></p>
night	fry																								
kind	sigh																								
spy	why																								
child	behind																								
light	lightning																								
find	grind																								
right	tie																								
high	dry																								
wild	pie																								
July	lie																								
21	1/30-2/3	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 141-160</i></p>	<table border="1"> <tr><td>follow</td><td>put</td></tr> <tr><td>came</td><td>end</td></tr> <tr><td>want</td><td>does</td></tr> <tr><td>show</td><td>another</td></tr> <tr><td>also</td><td>well</td></tr> <tr><td>around</td><td>large</td></tr> <tr><td>form</td><td>must</td></tr> <tr><td>three</td><td>big</td></tr> <tr><td>small</td><td>even</td></tr> <tr><td>set</td><td>such</td></tr> </table>	follow	put	came	end	want	does	show	another	also	well	around	large	form	must	three	big	small	even	set	such	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>18A Write brief stories that include a beginning, middle, and end</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking</p> <p>21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p><i>Write a persuasive letter</i></p> <p><i>Quotation Marks</i></p>	
follow	put																								
came	end																								
want	does																								
show	another																								
also	well																								
around	large																								
form	must																								
three	big																								
small	even																								
set	such																								
22	2/6-2/10	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(i) complex consonants</p> <p>23F Use resources to find correct spellings</p> <p><i>Complex consonants hard and soft g Complex consonants hard and soft c</i></p>	<table border="1"> <tr><td>glue</td><td>cramp</td></tr> <tr><td>goal</td><td>crow</td></tr> <tr><td>glass</td><td>candy</td></tr> <tr><td>grand</td><td>crazy</td></tr> <tr><td>green</td><td>clam</td></tr> <tr><td>gem</td><td>cent</td></tr> <tr><td>giant</td><td>fancy</td></tr> <tr><td>magic</td><td>peace</td></tr> <tr><td>tragic</td><td>cell</td></tr> <tr><td>badge</td><td>dance</td></tr> </table>	glue	cramp	goal	crow	glass	candy	grand	crazy	green	clam	gem	cent	giant	fancy	magic	peace	tragic	cell	badge	dance	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>19 Writing/Expository Text</p> <p>19A Write brief compositions about topics of interest to the student</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking</p> <p>21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p><i>Write about a Sports Event</i></p> <p><i>Possessive Apostrophe</i></p>	
glue	cramp																								
goal	crow																								
glass	candy																								
grand	crazy																								
green	clam																								
gem	cent																								
giant	fancy																								
magic	peace																								
tragic	cell																								
badge	dance																								

23	2/13-2/17	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Final syllable -tion, -ble</i></p>	<p>because</p> <p>turn</p> <p>here</p> <p>why</p> <p>ask</p> <p>went</p> <p>men</p> <p>read</p> <p>need</p> <p>land</p>	<p>different</p> <p>home</p> <p>us</p> <p>move</p> <p>try</p> <p>kind</p> <p>hand</p> <p>picture</p> <p>again</p> <p>change</p>	<p>24 Research/Research plan</p> <p>24A Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</p> <p>24B Decide what sources of information might be relevant to answer these questions</p> <p>25 Research/Gathering Sources – Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information</p> <p>25A Gather evidence from available sources</p> <p>25B Use text features in age-appropriate reference works to locate information</p> <p>25C Record basic information in simple visual formats</p> <p><i>Begin Research Project – Famous African American Biography Subjects and Predicates</i></p>
24	2/20-2/24	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 181-200</i></p>	<p>off</p> <p>play</p> <p>spell</p> <p>air</p> <p>away</p> <p>animal</p> <p>house</p> <p>point</p> <p>page</p> <p>letter</p>	<p>mother</p> <p>answer</p> <p>found</p> <p>study</p> <p>still</p> <p>learn</p> <p>should</p> <p>America</p> <p>world</p> <p>high</p>	<p>17 Writing/Writing Process</p> <p>19 Writing/Expository Text</p> <p>21 Oral and Written Conventions/Conventions</p> <p>22B Use capitalization</p> <p>26 Research/Synthesizing Information – Clarify research questions and evaluate and synthesize collected information – Revise the topic as a result of answer to initial research questions</p> <p>27 Research/Organizing and Presenting Ideas – Organize and present ideas and information according to the purpose of the research and audience – Create a visual display to convey the results of the research (with adult assistance)</p> <p><i>Research Project – Famous African American Biography Subjects and Predicates</i></p>
25	2/27-3/3 (STAAR)	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23C Spell high-frequency words from a commonly used lists</p> <p>23F Use resources to find correct spellings</p> <p><i>Fry Words 201-220</i></p>	<p>every</p> <p>near</p> <p>add</p> <p>food</p> <p>between</p> <p>own</p> <p>below</p> <p>country</p> <p>plant</p> <p>last</p>	<p>school</p> <p>father</p> <p>keep</p> <p>tree</p> <p>never</p> <p>start</p> <p>city</p> <p>earth</p> <p>eye</p> <p>light</p>	<p>27 Research/Organizing and Presenting Ideas – Organize and present ideas and information according to the purpose of the research and audience – Create a visual display to convey the results of the research (with adult assistance)</p> <p>28 Listening and Speaking/Listening</p> <p>28A Listen attentively to speakers and ask relevant questions to clarify information</p> <p>29 Listening and Speaking/Speaking – Speak clearly and to the point, using the conventions of language – Share information and ideas the focus on the topic under discussion – Speak clearly at an appropriate pace – Use the conventions of language</p> <p><i>Student Presentations - Famous African American Biography Verbs</i></p>
26	3/6-3/10 <i>Last day of 3rd Quarter</i>	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(ii) r-controlled vowels</p> <p>23F Use resources to find correct spellings</p> <p><i>r-controlled vowels ar, or, ore</i></p>	<p>score</p> <p>dark</p> <p>short</p> <p>star</p> <p>park</p> <p>yard</p> <p>party</p> <p>hard</p> <p>farm</p> <p>start</p>	<p>part</p> <p>spark</p> <p>carpet</p> <p>shore</p> <p>more</p> <p>fork</p> <p>story</p> <p>store</p> <p>report</p> <p>force</p>	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>20 Writing/Expository and Procedural Texts</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p>Write Instructions for Making an airplane Verbs- past, present and future</p>

27	3/21-3/24 4 day week	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(ii) r-controlled vowels</p> <p>23F Use resources to find correct spellings</p> <p><i>r-controlled vowels er, ir, ur</i></p>	<p>father</p> <p>over</p> <p>under</p> <p>herd</p> <p>water</p> <p>verb</p> <p>paper</p> <p>cracker</p> <p>cover</p> <p>germ</p>	<p>master</p> <p>circle</p> <p>fern</p> <p>ever</p> <p>remember</p> <p>hurt</p> <p>swirl</p> <p>burner</p> <p>curl</p> <p>splurge</p>	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>20 Writing/Expository and Procedural Texts</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p>Write and describe an ocean animal</p> <p>Adverbs</p>
28	3/27-3/31	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(iv) vowel digraphs, diphthongs</p> <p>23F Use resources to find correct spellings</p> <p><i>Vowel digraphs oo, ou (food and you)</i></p> <p><i>Vowel diphthong ew</i></p>	<p>root</p> <p>crew</p> <p>spoon</p> <p>few</p> <p>bloom</p> <p>grew</p> <p>room</p> <p>you</p> <p>stew</p> <p>boost</p>	<p>scoop</p> <p>flew</p> <p>zoo</p> <p>noon</p> <p>shampoo</p> <p>soup</p> <p>group</p> <p>youth</p> <p>smooth</p> <p>loop</p>	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>18 Writing/Literary Texts – write literary texts to express ideas and feelings about real or imagined people events, and ideas</p> <p>18A Write short poems that convey sensory details</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p><i>Would you like to become an astronaut and why?</i></p> <p>Nouns</p>
29	4/3-4/7	<p>23A Use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23B Spell words with common orthographic patterns and rules</p> <p>23B(iv) vowel digraphs, diphthongs</p> <p>23F Use resources to find correct spellings</p> <p><i>Vowel digraph oo (foot)</i></p>	<p>took</p> <p>books</p> <p>foot</p> <p>hoof</p> <p>cook</p> <p>nook</p> <p>hood</p> <p>wood</p> <p>stood</p> <p>shook</p>	<p>crook</p> <p>cookbook</p> <p>looked</p> <p>good</p> <p>bookcase</p> <p>brook</p> <p>unhook</p> <p>football</p> <p>wool</p> <p>crooked</p>	<p>17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>18 Writing/Literary Texts – write literary texts to express ideas and feelings about real or imagined people events, and ideas</p> <p>18A Write short poems that convey sensory details</p> <p>21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing</p> <p>21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement</p> <p>22B Use capitalization</p> <p>22C Recognize and use punctuation marks</p> <p><i>Write poem about a storm</i></p> <p>Nouns- commom/Proper</p>

30	4/10-4/13 4 day week 4/14(off)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iv) vowel digraphs, diphthongs 23F Use resources to find correct spellings <i>Vowel diphthongs ou, ow (cow)</i>	cow house town shout down mouse found loud brown ground	pound flower out now towel pounce bounce blouse frown clown	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 20 Writing/Persuasive Texts – Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues – Write persuasive statements about issues that are important to the student for the appropriate audience in the school 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks <i>Create Posters persuading/encouraging students to do their best on their STAAR exams</i> <i>Nouns- Singular/Plural</i>
31	4/18-4/21 (EOY TPRI) 4 day week 4/17 (off)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23C Spell high-frequency words from a commonly used lists 23F Use resources to find correct spellings <i>Fry Words 221-240</i>	thought head under story saw left don't few while along	might close something seem next hard open example begin life	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 19B Write short letters that put ideas in a chronological or logical sequence – use appropriate conventions 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks <i>Write about your favorite food</i> <i>Adjectives</i>
32	4/24-4/28 (EOY TPRI/ITBS)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23B Spell words with common orthographic patterns and rules 23B(iii) long vowels 23B(iv) vowel digraphs, diphthongs 23F Use resources to find correct spellings <i>Vowel diphthongs oi, oy</i>	boy coil boil toy asteroid join choice turmoil spoil joy	voice employ destroy soil point joint rejoice sirloin noise loyal	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 20 Writing/Persuasive Texts – Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues – Write persuasive statements about issues that are important to the student for the appropriate audience in the school 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks Write a personal narrative <i>Pronouns</i>

33	5/1-5/5 (Spring Diagnostic 2nd)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23C Spell high-frequency words from a commonly used lists 23F Use resources to find correct spellings <i>Fry Words 241-260</i>	always those both paper together got group often run important	until children side feet car mile night walk white sea	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 19B Write short letters that put ideas in a chronological or logical sequence – use appropriate conventions 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks <i>Letter to Mother</i> Come up with a way to earn money for a new playground – Design a persuasive advertisement <i>Prepositions</i>
34	5/8-5/12 (STAAR)	23A Use phonological knowledge to match sounds to letters to construct unknown words 23C Spell high-frequency words from a commonly used lists 23F Use resources to find correct spellings <i>Fry Words 261-280</i>	began grow took river four carry state once book hear	stop without second late miss idea enough eat face watch	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 20 Writing/Expository and Procedural Texts 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks Brainstorm ideas for play/drama <i>Prepositional Phrases</i>
35	5/15-5/18 4 Day Week <i>Workday May 22</i>	23A Use phonological knowledge to match sounds to letters to construct unknown words 23C Spell high-frequency words from a commonly used lists 23F Use resources to find correct spellings <i>Fry Words 281-300</i>	far Indian real almost let above girl sometimes mountain cut	young talk soon list song leave family body music color	17 Writing/Writing Process – Use elements of writing process (planning, drafting, revising, editing, and publishing) to compose text 18A Write brief stories that include a beginning, middle, and end 21 Oral and Written Conventions/Conventions – Understand the function of and use the conventions of academic language when speaking and writing 21A Understand and use the parts of speech in the context of reading, writing, and speaking 21B Use complete sentences with correct subject-verb agreement 22B Use capitalization 22C Recognize and use punctuation marks Write a short reflection about your part in the play/drama <i>Interrogative and Declarative</i>