

Second Grade ELAS Year at a Glance 2020-2021

Below is the year at a glance to be used in conjunction with the MISD Montgomery Aligned Curriculum (MAC). This will help with planning to ensure the TEKS are being taught in alignment with MAC.

	Reading	Writing	Word Study	Social Studies
Quarter 1	Launching Reader's Workshop Routines: 1-6 Mini-Lesson: 1-5 IRA Lesson: 1 and 2 Shared Reading Lesson: Animal Survivors Independent Reading	Volume 1 Kick-Off Goal: Immersion Grammar/Mentor Sentence: capitalization for the beginning of a sentence 1.11D(viii) Focus Phrase: I always capitalize the beginning of a sentence.	Launching Word Study Mini-Lesson: 1-5 Routines: 1-5	Getting to Know You Activities
	Launching Reader's Workshop Routines: 1-6 Mini-Lesson: 1-5 IRA Lesson: 1 and 2 Shared Reading Lesson: <i>Animal Survivors</i> Independent Reading	Volume 1 Kick-Off Goal: Immersion Grammar/Mentor Sentence: capitalization for the beginning of a sentence 1.11D(viii) Focus Phrase: I always capitalize the beginning of a sentence.	Launching Word Study Mini-Lesson: 1-5 Routines: 1-5	SS Weekly: <i>Welcome to Second Grade</i> Citizenship: 2(12)A; 2(13)B Geography: 2(3)A-B; 2(4)A-B Government: 2(10)A-B; 2(11)A
	Launching Reader's Workshop Routines: 7-11 Mini-Lesson: 6-11 IRA Lesson: 1 and 2 Shared Reading Lesson: <i>Pinocchio</i> Independent Reading	Volume 1 Kick-Off Goal: Roles and Routines Grammar/Mentor Sentence: Capitalization for the pronoun "I" 1.11D(viii) Focus Phrase: I always capitalize the pronoun I, no matter where it is.	Launching Word Study Mini-Lesson: 6-10 Routines: 6-11 Teacher Focus: Assessments	SS Weekly: <i>Where are the United States?</i> Citizenship: 2(12)A; 2(13)B Geography: 2(3)A-B; 2(4)A-B Government: 2(10)A-B; 2(11)A
	Launching Reader's Workshop Routines: 12, 13 and 14 Mini-Lesson: 12-17 IRA Lesson: 6, 7 and 8 Shared Reading Lesson: <i>Peter Pan</i> Independent Reading	Volume 1 Kick-Off Goal: Exploring the writing process Grammar/Mentor Sentence: Punctuation marks at the end of declarative, exclamatory and interrogative sentences. 1.11D(ix) Focus Phrase: I use punctuation marks to help my reader from sentence to sentence.	Launching Word Study Mini-Lessons: 11-15 Routines: 12-15 Teacher Focus: Forming and Managing Skills based groups	SS Weekly: <i>Rules and Responsibility</i> Citizenship: 2(12)A; 2(13)B Geography: 2(3)A-B; 2(4)A-B Government: 2(10)A-B; 2(11)A
	Launching Reader's Workshop Routines: 15-20 Mini-Lesson: 18, 19, 21 and 20 IRA Lesson: 9 and 10 Shared Reading Lesson: Review and Reteach Independent Reading	Volume 1 Kick-Off Goal: Exploring the Writing Process Grammar/Mentor Sentence: Capitalization of months 2.11D(ix) Focus Phrase: I capitalize months of the year in my sentences.	Launching Word Study Review: short vowels, blends, digraphs, VCe and long vowel combinations Routines: 2, 3, 8, 12, 16, 15, 9	SS Weekly: <i>Good Citizens</i> Citizenship: 2(12)A; 2(13)B Geography: 2(3)A-B; 2(4)A-B Government: 2(10)A-B; 2(11)A

	<p>Unit 1 Genre: Informational Text Text Type: Science Standards Assessed in the Unit: -Recognize Central Idea (Main Topic) and Supporting Evidence -Use Roots and Suffixes</p>	<p>Volume 1 Kick-Off Text Type: Informational Text Genre: Personal Narrative Goal: Immersion Grammar/Mentor Sentence: Capitalization of days of the week 2.11D(ix) Focus Phrase: I capitalize days of the week in my sentences.</p>	<p>Volume 1 Primary Skill: Short Vowels; one-syllable words; initial and final consonant blends; consonant digraphs Multisyllabic Words: closed syllable types; inflectional endings -ing HF Words: a, can, and, come, are, for, big, for, has, I</p>	<p>SS Weekly: <i>History and Time</i> No Integrated TEKS</p>
	<p>Unit 1 Genre: Informational Text Text Type: Personal Narrative Standards Assessed in the Unit: -Identify First-Person Point of View -Describe Chronological Order -Use Resources for vocabulary and unknown words</p>	<p>Volume 1 Kick-Off Text Type: Informational Text Genre: Personal Narrative Goal: Generating and Developing Grammar/Mentor Sentence: complete sentences with subject verb agreement. 2.11D(i) Focus Phrase: My sentences have a noun (subject) and verb that make sense.</p>	<p>Volume 1 Primary Skill: closed syllable patterns; opens syllable patterns Multisyllabic Words: open and closed syllable types; HF Words: have, is, jump, my, one, put, the, want, what, you</p>	<p>SS Weekly: <i>Technology</i> No integrate TEKS</p>
	<p>Unit 1 Genre: Informational Text Text Type: Science Standards Assessed in the Unit: -Recognize Central Idea (Main Topic) and Supporting Evidence -Use graphic and text features -Use Roots and Suffixes</p>	<p>Volume 1 Kick-Off Text Type: Informational Text Genre: Personal Narrative Goal: Revising and Editing Grammar/Mentor Sentence: singular, plural, common and proper nouns 2.11D(iii) Focus Phrase: I use nouns to show a picture of people, places and things. (singular/plural)</p>	<p>Volume 1 Primary Skill: long a vowel team syllable patterns (a, ai, ea, ay, a_e) Multisyllabic Words: vowel tea syllable type (long a); suffixes -ful, -er HF Words: he, like, little, no, of, saw, this, to, we, with</p>	<p>SS Weekly: <i>Let's Review</i> No integrated TEKS</p>
	Review	<p>Grammar/Mentor Sentence: singular, plural, common and proper nouns 2.11D(iii) Focus Phrase: I capitalize proper nouns to show the names of people, places and things.</p>	Review	Review

	Reading	Writing	Word Study	Social Studies
Quarter 2	Unit 2 Genre: Literary Text Text Type: Variant Tale Standards Assessed in the Unit: -Analyze Elements of Fiction -Retell (Recount) Events -Describe Characters and how they respond to challenges	Volume 2 – Writing About Places Near and Far Text Type: Informational Text Genre: Reports Goal: Immersion Grammar/Mentor Sentence: past, present and future verb tense 2.11D(ii) Focus Phrase: I can use verbs to show time: past, present and future.	Volume 1 Primary Skill: long o vowel team syllable patterns (o, oa, ow, oe, o_e) Multisyllabic Words: vowel tea syllable type (long o); compound words and inflectional endings HF Words: here, look, me, play, said, see, she, try, about, because	SS Weekly: <i>Explorers</i> Economics: 2(6)A-B Culture: 2(12)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)
	Unit 2 Genre: Literary Text Text Type: Realistic Fiction Standards Assessed in the Unit: -Retell (Recount) Events -Describe Characters and how they respond to challenges -Describe setting and plot elements -Use Context Clues	Volume 2 – Writing About Places Near and Far Text Type: Informational Text Genre: Reports Goal: Generating and Developing Grammar/Mentor Sentence: past, present and future verb tense 2.11D(ii) Focus Phrase: I can use verbs to show time: past, present and future.	Volume 1 Primary Skill: long e vowel team syllable patterns (e, e_e, ee, ea, y, ey, ie) Multisyllabic Words: vowel tea syllable type (long e); suffixes -y, -ly HF Words: after, before, call, do, earth, father, give, her, know, large	SS Weekly: <i>North American Indian Nations</i> Economics: 2(6)A-B; 2(7)A-C Culture: 2(12)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17) Citizenship: 2(10)B-C
	Unit 2 Genre: Literary Text Text Type: Variant Tales Standards Assessed in the Unit: -Describe Characters and how they respond to challenges -Use context to understand idioms	Volume 2 – Writing About Places Near and Far Text Type: Informational Text Genre: Reports Goal: Drafting and Revising Grammar/Mentor Sentence: past, present and future verb tense 2.11D(ii) Focus Phrase: I can use verbs to show time: past, present and future.	Volume 1 Primary Skill: long i vowel team syllable patterns (i, ie, igh, i_e) Multisyllabic Words: vowel tea syllable type (long i) HF Words: good, many, near, off, people, right, that, two, under, very	SS Weekly: <i>Changes for American Indians</i> Citizenship: 2(10)B-C Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)
	Unit 3 Genre: Informational Text Text Type: Social Studies Standards Assessed in the Unit: -Identify Author’s purpose -Recognize Text Structure: Cause and Effect -Use Context Clues	Volume 2 – Writing About Places Near and Far Text Type: Informational Text Genre: Reports Goal: Revising and Editing Grammar/Mentor Sentence: adjectives, including articles 2.11D(iv) Focus Phrase: I can use adjectives to tell what kind and how many.	Volume 1 Primary Skill: long u vowel team syllable patterns (u, ew, ue, u_e) Multisyllabic Words: vowel tea syllable type (long u); comparative and superlative suffixes -er, -est HF Words: again, below, carry, does, eight, find, house, laugh, mother, school	SS Weekly: <i>Changes for America</i> Government: 2(8)A-B; 2(9)A-D Citizenship: 2(10)A-C; 2(11)A-D History: 2(2)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)

	<p>Unit 3 Genre: Informational Text Text Type: Biography Standards Assessed in the Unit: -Recognize Central Idea (Main Topic) and Supporting Evidence -Recognize Text Structure: Chronological Order -Use Graphic Text Features</p>	<p>Volume 2 – Writing About Places Near and Far Text Type: Informational Text Genre: Reports Goal: Revising and Editing Grammar/Mentor Sentence: adjectives, including articles 2.11D(iv) Focus Phrase: I can use adjectives to tell what kind and how many.</p>	<p>Volume 1 Primary Skill: r-controlled syllable patterns /ar/ Multisyllabic Words: r-controlled syllable type /ar/; inflectional endings---ed, -ing HF Words: move, never, once, round, small, their, too, walk, where, year</p>	<p>SS Weekly: <i>American Celebrations</i> Government: 2(8)A-B; 2(9)A-D Citizenship: 2(10)A-C; 2(11)A-D History: 2(2)A-B Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17)</p>
	<p>Unit 3 Genre: Informational Text Text Type: Social Studies Standards Assessed in the Unit: -Identify Author’s purpose -Recognize Text Structure: Cause and Effect -Use Context Clues</p>	<p>Text Type: Informational Text Genre: Letters to Invite Readers to learn about new places Goal: Publishing and Celebrating Grammar/Mentor Sentence: adjectives, including articles 2.11D(iv) Focus Phrase: I can use adjectives to tell what kind and how many.</p>	<p>Volume 1 Primary Skill: r-controlled syllable patterns /ur/ (er, ir ,ur) Multisyllabic Words: r-controlled syllable type /ur/; inflectional endings---ing HF Words: all, away, better, by, change, done, even, found, learn, only</p>	<p>SS Weekly: <i>Maps</i> Geography: 2(3)A-B Government: 2(8)A-B; 2(9)A-D Citizenship: 2(10)A-C; 2(11)A-D Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17) Culture: 2(12)A-B</p>
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Thanksgiving Break</p> </div>				
	<p>Unit 4 Genre: Literary Text Text Type: Narrative Fiction Standards Assessed in the Unit: -Identify First-Person Point of View -Analyze Characters’ Points of View -Use Context to understand compound words</p>	<p>Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Stories/Tales Goal: Immersion Grammar/Mentor Sentence: apostrophes in contractions 2.11D(x) Focus Phrase: I use an apostrophe to show where I squeezed letters out.</p>	<p>Volume 1 Primary Skill: r-controlled syllable patterns /ôr/ (or, oar, ore) Multisyllabic Words: r-controlled syllable type /ôr/; compound words HF Words: long, now, our, some, them, through, upon, was, when, work</p>	<p>SS Weekly: <i>Let’s Review</i> Culture: 2(12)A-B Citizenship: 2(10)D Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)</p>
	<p>Unit 4 Genre: Literary Text Text Type: Poetry Standards Assessed in the Unit: -Explain Poetic Structure: Lines and Stanzas -Identify Elements of Poetry: Repetition and Rhythm</p>	<p>Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Stories/Tales Goal: Generating and Developing Grammar/Mentor Sentence: Pronouns, including subjective, objective and possessive cases. 2.11D(vii) Focus Phrase: I can use pronouns to substitute nouns.</p>	<p>Volume 1 Primary Skill: r-controlled syllable patterns /îr/ (ear, eer, ere) Multisyllabic Words: r-controlled syllable type /îr/; suffixes –ful, -less, -ly HF Words: always, any, blue, buy, city, draw, four, great, how, live</p>	<p>SS Weekly: <i>Maps and Globes</i> Culture: 2(12)A-B Citizenship: 2(10)D Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)</p>

		<p>Unit 4 Genre: Literary Text Text Type: Narrative Fiction Standards Assessed in the Unit: -Analyze Characters' Points of View -Identify Elements of Poetry: Repetition and Rhythm -Use Context to understand compound words</p>	<p>Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Stories/Tales Goal: Drafting and Revising Grammar/Mentor Sentence: Pronouns, including subjective, objective and possessive cases. 2.11D(vii) Focus Phrase: I match my pronouns by number, person and ownership.</p>	<p>Volume 1 Primary Skill: r-controlled syllable patterns /âr/ (air, are, ear, ere) Multisyllabic Words: r-controlled syllable type /âr/; compound words HF Words: another, boy, could, every, far, from, hurt, over, out, these</p>	<p>SS Weekly: <i>People, Seasons and Weather</i> Culture: 2(12)A-B Citizenship: 2(10)D Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)</p>
		<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Winter Break</p> </div>			

		Reading	Writing	Word Study	Social Studies
Quarter 3		Unit 5 Genre: Informational Text Text Type: Cause/Effect Standards Assessed in the Unit: -explain how text structure contributes to author's purpose and meaning -recognize supporting Idea (main topic) and supporting evidence -Use roots and affixes	Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Stories/Tales Goal: Revising and Editing Grammar/Mentor Sentence: adverbs that convey time 2.11D(v) Focus Phrase: I use adverbs to show how something happens.	Volume 1 Primary Skill: VCe syllable patterns; consonant -le syllable patterns Multisyllabic Words: VCe syllable type and consonant -le syllable type HF Words: answer, brown, country, start, then, there, wash, went, who, your	SS Weekly: <i>Presidents and Patriot</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B Economics: 2(7)A-C Geography: 2(5)A-C Culture: 2(12)A-B
		Unit 5 Genre: Informational Text Text Type: Opinion Text Standards Assessed in the Unit: -Skills this week are not assessed in unit	Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Stories/Tales Goal: Revising and Editing Grammar/Mentor Sentence: adverbs that convey place 2.11D(v) Focus Phrase: I use adverbs to show how something happens.	Volume 1 Primary Skill: /oi/ vowel team syllable patterns (oi, oy) Multisyllabic Words: vowel team syllable type (/oi/) HF Words: above, began, different, enough, few, grow, they, were, which, why	SS Weekly: <i>American Symbols</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B Economics: 2(7)A-C Geography: 2(5)A-C Culture: 2(12)A-B
		Unit 5 Genre: Informational Text Text Type: Problem/Solution Standards Assessed in the Unit: -explain how text structure contributes to author's purpose and meaning -recognize supporting Idea (main topic) and supporting evidence -Use roots and affixes	Volume 3 – Enchanted Tales Text Type: Literary Text Genre: Letters to future writing partners Goal: Publishing and Celebrating Grammar/Mentor Sentence: prepositions 2.11D(vi) Focus Phrase: I use prepositions to explain where and when.	Volume 1 Primary Skill: /ou/vowel team syllable patterns (ou, ow) Multisyllabic Words: vowel team syllable type (/ou/); compound words HF Words: follow, girl, head, idea, kind, leave, might, next, often, paper	SS Weekly: <i>American Cultures</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B Economics: 2(7)A-C Geography: 2(5)A-C Culture: 2(12)A-B
		Unit 6 Genre: Literary Text Text Type: Folktale and Trickster Tale Standards Assessed in the Unit: -make connections -identify elements of fables and folktales -determine theme (central message) -use context clues (antonyms)	Volume 4 – Poems with Perspective Text Type: Literary Text Genre: Poetry Goal: Immersion Sentence: prepositions 2.11D(vi) Focus Phrase: I use prepositions to explain where and when.	Volume 2 Primary Skill: /ōō/vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe) Multisyllabic Words: vowel team syllable type (/ōō/); compound words HF Words: point, river, second, song, think, three, until, watch, white, young	SS Weekly: <i>Government Culture:</i> 2(12)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)

	<p>Unit 6 Genre: Literary Text Text Type: Fable Standards Assessed in the Unit: -make connections -describe character traits -use character and plot to determine theme -use context clues (synonyms)</p>	<p>Volume 4 – Poems with Perspective Text Type: Literary Text Genre: Poetry Goal: Generating and Developing Grammar/Mentor Sentence: prepositional phrases 2.11D(vi) Focus Phrase: I use prepositional phrases to tell where, when, and which one.</p>	<p>Volume 2 Primary Skill: /ōō/ vowel team syllable patterns (oo, ou) Multisyllabic Words: vowel team syllable type (/ōō/); contractions with “not” HF Words: add, between, close, example, food, group, hear, home, left, mountain</p>	<p>SS Weekly: <i>Presidents and Patriots</i> Culture: 2(12)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)</p>
	<p>Unit 6 Genre: Literary Text Text Type: Folktale Standards Assessed in the Unit: -make connections -identify elements of fables and folktales -determine theme (central message) -use context clues (synonyms and antonyms)</p>	<p>Volume 4 – Poems with Perspective Text Type: Literary Text Genre: Poetry Goal: Revising and Editing Grammar/Mentor Sentence: prepositional phrases 2.11D(vi) Focus Phrase: I use prepositional phrases to tell where, when, and which one.</p>	<p>Volume 2 Primary Skill: /ô/ vowel team syllable patterns (w)a, al, aw, au) Multisyllabic Words: vowel team syllable type (/ô/); HF Words: music, night, old, picture, sentence, spell, thought, while, world</p>	<p>SS Weekly: <i>Let’s Review</i> Culture: 2(12)A-B Social Studies Skills: 2(15)A-B; 2(16)E-F; 2(17)</p>
	<p>Unit 7 Genre: Informational Text Text Type: Social Studies Text Standards Assessed in the Unit: -explain how text structure contributes to author’s purpose -use text and graphic features -analyze descriptive language (adjectives and adverbs)</p>	<p>Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Immersion Grammar/Mentor Sentence: Commas with items in a series 2.11D(x) Focus Phrase: I use commas to separate items in my sentence.</p>	<p>Volume 2 Primary Skill: compound words; silent letters (wr, kn, gn) Multisyllabic Words: compound words HF Words: air, along, begin, children, important, letter, open, own, sound, talk</p>	<p>SS Weekly: <i>Rights and Responsibilities</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B; 2(14) History: 2(2)B Geography: 2(3)A-B; 2(4)A-B; Culture: 2(12A-B)</p>
	<p>Unit 7 Genre: Informational Text Text Type: Personal Narrative Standards Assessed in the Unit: -identify author’s purpose -describe how reasons support an author’s points -identify first and third persons point-of-view -determine the meaning of homographs</p>	<p>Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Generating and Developing Grammar/Mentor Sentence: Commas with items in a series 2.11D(x) Focus Phrase: I use commas to separate items in my sentence.</p>	<p>Volume 2 Primary Skill: inflectional endings with spelling changes (drop final –e, double final consonant) Multisyllabic Words: inflectional endings with spelling changes HF Words: almost, animal, around, body, color, eye, form, high, light, story</p>	<p>SS Weekly: <i>Scientists, Artists and Inventors</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B; 2(14) History: 2(2)B Geography: 2(3)A-B; 2(4)A-B; Culture: 2(12A-B)</p>

	<p>Unit 7 Genre: Informational Text Text Type: Social Studies Text Standards Assessed in the Unit: -use text and graphic features -analyze literal and non-literal language -compare and contrast ideas in two texts - analyze descriptive language (adjectives and adverbs)</p>	<p>Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Drafting and Revising Grammar/Mentor Sentence: Commas in dates 2.11D(x) Focus Phrase: I use commas to separate the date and year.</p>	<p>Volume 2 Primary Skill: related root words Multisyllabic Words: related root words (friendly, friendship) HF Words: across, become, complete, during, happened, hundred, problem, toward, study, wind</p>	<p>SS Weekly: <i>Families and Trade</i> Social Studies Skills: 2(15)A-B; 2(16)A-F; 2(17) Science, Technology and Society: 2(13)A-B; 2(14) History: 2(2)B Geography: 2(3)A-B; 2(4)A-B; Culture: 2(12A-B)</p>
	Review	<p>Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Revising and Editing Grammar/Mentor Sentence: Commas in dates 2.11D(x) Focus Phrase: I use commas to separate the date and year.</p>	Review	Review
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Spring Break</p> </div>				

		Reading	Writing	Word Study	Social Studies
Quarter 4		Unit 8 Genre: Informational Text Text Type: Science Text Standards Assessed in the Unit: -connect ideas in a science text -use text and graphic features -understands shades of meaning	Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Revising and Editing Grammar/Mentor Sentence: Capitalizing the salutation and conclusion of the letter. 2.11D(ix) Focus Phrase: I capitalize the words I use in the greeting.	Volume 2 Primary Skill: irregular plural nouns Multisyllabic Words: irregular plurals (housewives) HF Words: against, certain, door, early, field, heard, knew, listen, morning, several	No Integrated TEKS
		Unit 8 Genre: Literary Text Text Type: Drama Standards Assessed in the Unit: -identify elements of drama -use roots and affixes (-ly and -er)	Volume 5 – Stating Our Opinions Text Type: Opinion Text Genre: Letters Goal: Publishing and Celebrating Grammar/Mentor Sentence: Capitalizing the salutation and conclusion of the letter. 2.11D(ix) Focus Phrase: I capitalize the first word of the closing in my letter.	Volume 2 Primary Skill: suffixes –er, -or Multisyllabic Words: suffixes –er, -or HF Words: area, ever, hours, measure, notice, order, piece, short, today, true	No Integrated TEKS
		Unit 8 Genre: Informational Text Text Type: Science Text Standards Assessed in the Unit: -connect ideas in a science text -understands shades of meaning	Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Immersion Grammar/Mentor Sentence: coordinating conjunctions to form compound subjects and predicates. 2.11D(viii) Focus Phrase: I use <i>and</i> to join subjects in a sentence.	Volume 2 Primary Skill: comparative and superlative suffixes –er, -est Multisyllabic Words: comparative and superlative suffixes –er, -est (sillier, silliest) HF Words: covered, cried, figure, horse, money, products, questions, since, usually, voice	No Integrated TEKS
		Unit 9 Genre: Informational Text Text Type: Social Studies Text Standards Assessed in the Unit: -explain how graphic features contribute to meaning -recognize the central idea (main topic) with supporting evidence -build vocabulary: use resources	Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Generating and Developing Grammar/Mentor Sentence: coordinating conjunctions to form compound subjects and predicates. 2.11D(viii) Focus Phrase: I use <i>and</i> to join subjects in a sentence.	Volume 2 Primary Skill: suffixes –y, -ly Multisyllabic Words: suffixes –y, -ly HF Words: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole	SS Weekly: <i>Resources and Choices</i> Economics: 2(6)A-B; 2(7)A-C Social Studies Skills: 2(15)A-B; 2(16)A-D; 2(17) Culture: 2(12)A-B History: 2(1)A Geography: 2(3)A-B; 2(4)A-B

	<p>Unit 9 Genre: Literary Text Text Type: Realistic Fiction Standards Assessed in the Unit: -describe plot elements -describe how setting affects plot -use character and plot to determine theme -build vocabulary: use context clues</p>	<p>Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Drafting and Revising Grammar/Mentor Sentence: coordinating conjunctions to form compound subjects and predicates. 2.11D(viii) Focus Phrase: I use <i>and</i> to join predicates in a sentence.</p>	<p>Volume 2 Primary Skill: schwa Multisyllabic Words: initial schwa syllables (amusement) HF Words: ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait</p>	<p>SS Weekly: <i>Goods and Services</i> Economics: 2(6)A-B; 2(7)A-C Social Studies Skills: 2(15)A-B; 2(16)A-D; 2(17) Culture: 2(12)A-B History: 2(1)A Geography: 2(3)A-B; 2(4)A-B</p>
	<p>Unit 9 Genre: Informational Text Text Type: Social Studies Text Standards Assessed in the Unit: -build vocabulary: use context clues</p>	<p>Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Revising and Editing Grammar/Mentor Sentence: coordinating conjunctions to form compound subjects and predicates. 2.11D(viii) Focus Phrase: I use <i>and</i> to join predicates in a sentence.</p>	<p>Volume 2 Primary Skill: silent letters /n/ gn, kn; /r/ wr; /m/ mb Multisyllabic Words: silent letters HF Words: among, building, circle, decided, finally, heavy, include, nothing, special, wheel</p>	<p>SS Weekly: <i>Money and Markets</i> Economics: 2(6)A-B; 2(7)A-C Social Studies Skills: 2(15)A-B; 2(16)A-D; 2(17) Culture: 2(12)A-B History: 2(1)A Geography: 2(3)A-B; 2(4)A-B</p>
	<p>Unit 10 Genre: Informational Text Text Type: Science Text Standards Assessed in the Unit: -explain how photographs contribute to meaning - recognize the central idea (main topic) with supporting evidence -identify real-life connections to new words</p>	<p>Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Revising and Editing Grammar/Mentor Sentence: adjectives, including articles (A, An, and The)2.11D(iv) Focus Phrase: I can use articles to tell which one or how many.</p>	<p>Volume 2 Primary Skill: possessive nouns (singular and plural) Multisyllabic Words: possessive nouns (children’s) HF Words: brought, certain, front, gave, inches, material, noun, ocean, strong, verb</p>	<p>SS Weekly: <i>Let’s Review</i> No Integrated TEKS</p>
	<p>Unit 10 Genre: Literary Text Text Type: Graphic Story Standards Assessed in the Unit: -explain how illustrations contribute to meaning -genre: graphic story -analyze elements of graphic stories -analyze dialogue in a graphic story</p>	<p>Volume 6 - Sharing Our Expertise Text Type: Informational Text Genre: Procedural How-To Goal: Experiences for Transfer Grammar/Mentor Sentence: adjectives, including articles (A, A, and The)2.11D(iv) Focus Phrase: I can use articles to tell which one or how many.</p>	<p>Volume 2 Primary Skill: prefixes – un, -re, -dis Multisyllabic Words: prefixes (disagreement, replaceable) HF Words: built, correct, inside, island, language, oh, person, street, system, warm</p>	<p>No Integrated TEKS</p>

	<p>Unit 10 Genre: Informational Text Text Type: Procedural Standards Assessed in the Unit: -identify the genre: procedural text -compare and contrast important information in two procedural texts -identify real life connections to new words</p>	<p>Review</p>	<p>Volume 2 Primary Skill: suffixes –ful, -less Multisyllabic Words: suffixes (hopelessness, disgraceful) HF Words: dark, clear, explain, force, minutes, object, plane, power, produce, surface</p>	<p>No Integrated TEKS</p>
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