

2<sup>nd</sup> grade Garriga and Derry Elementary  
 Course/Grade Level: English Language Arts (ELA)/\_SLA  
 English Language Arts (ELA) Curriculum Map

*(This timeline is subject to change in order to meet the needs of students.)*

Week	Dates	Spelling List		Spelling Student Expectation (SE)/Focus Spelling patterns/types	Language Student Expectation (SE)/Focus Skill	Writing Student Expectation (SE)/Focus Skill
<b>Sample Week</b>	<b>10/1 – 5</b>			<b>5.22A.iii/Spell words with silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)</b>	<b>5.20A.iv /Use and understand adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)</b>	<b>5.17A/Write a personal narrative that conveys thoughts and feelings about an experience</b>
1	8/22-8/26 <u>Henry y Mudge</u>	miró	perro	<b>23 Oral and reading conventions/spelling. Students spell correctly.</b> 23B use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (words with open syllables with m, p, s)	<b>21 Oral and written conventions/conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with great complexity.</b> <b>21A Understand and use the following parts of speech in the context of reading, writing and speaking.</b> <ul style="list-style-type: none"> <li>(i) Regular and irregular verbs (past, present and future)</li> <li>(ii) Nouns (singular/plural, common/proper)</li> </ul>	<b>o18 writing/literary texts. Students write literary texts to express their ideas and feeling about real or imagine people, events and ideas.</b> 18A Write brief stories that include a beginning, middle and end.
		mojado	salieron			
		mejor	mano			
		secretos	museo			
		peligro	solo			
		sucio	poco			
		pimienta	para			
		puso	somos			
		pero	meneó			
		semana	puño			

2	8/29-9/2  <u>Henry y Mudge bajo la luna amarilla</u>	<table border="1"> <tr><td>filas</td><td>ve</td></tr> <tr><td>verano</td><td>boca</td></tr> <tr><td>favorita</td><td>fogata</td></tr> <tr><td>vacas</td><td>vacaciones</td></tr> <tr><td>famosa</td><td>familia</td></tr> <tr><td>bocinas</td><td>vela</td></tr> <tr><td>vecindario</td><td>visitan</td></tr> <tr><td>botas</td><td>vive</td></tr> <tr><td>vaso</td><td>farol</td></tr> <tr><td>biblioteca</td><td>buzón</td></tr> </table>	filas	ve	verano	boca	favorita	fogata	vacas	vacaciones	famosa	familia	bocinas	vela	vecindario	visitan	botas	vive	vaso	farol	biblioteca	buzón	ve	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (words with open syllables with f, b, v)	21B Distinguish among declarative, interrogative, exclamatory, and imperative sentences.	<b>17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</b> 17B Develop drafts by sequencing ideas through writing sentences 17C Revise drafts by adding or deleting words, phrases, or sentences.
filas	ve																									
verano	boca																									
favorita	fogata																									
vacas	vacaciones																									
famosa	familia																									
bocinas	vela																									
vecindario	visitan																									
botas	vive																									
vaso	farol																									
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3	9/6-9/9 4 day week <b>(BOY TEJAS LEE)</b>  <u>Las mascotas de la maestra</u>	<table border="1"> <tr><td>chévere</td><td>pequeña</td></tr> <tr><td>baño</td><td>dicho</td></tr> <tr><td>salchicha</td><td>chico</td></tr> <tr><td>mucho</td><td>chivo</td></tr> <tr><td>moño</td><td>cariño</td></tr> <tr><td>niño</td><td>noche</td></tr> <tr><td>extraña</td><td>chaqueta</td></tr> <tr><td>chirriar</td><td>mañana</td></tr> <tr><td>seña</td><td>chaleco</td></tr> <tr><td>señorita</td><td>chillar</td></tr> </table>	chévere	pequeña	baño	dicho	salchicha	chico	mucho	chivo	moño	cariño	niño	noche	extraña	chaqueta	chirriar	mañana	seña	chaleco	señorita	chillar	pequeña	23B Spell words with consonant blends (words with open syllables with ch, ñ)	21A(ii) Nouns (singular/plural common/proper masculine/feminine)	17B Develop drafts by sequencing ideas through writing sentences. 17D edit drafts for grammar, punctuation, and spelling using a teacher developed rubric (true story).
chévere	pequeña																									
baño	dicho																									
salchicha	chico																									
mucho	chivo																									
moño	cariño																									
niño	noche																									
extraña	chaqueta																									
chirriar	mañana																									
seña	chaleco																									
señorita	chillar																									
4	9/12-9/16 <b>(BOY TEJAS LEE/STAAR)</b>  <u>El Oficial Buckle y Gloria</u>	<table border="1"> <tr><td>explotó</td><td>clima</td></tr> <tr><td>blusa</td><td>gladiador</td></tr> <tr><td>aplaudieron</td><td>incluso</td></tr> <tr><td>plumas</td><td>glaciar</td></tr> <tr><td>blanco</td><td>club</td></tr> <tr><td>repleto</td><td>platos</td></tr> <tr><td>claro</td><td>aclamaban</td></tr> <tr><td>globo</td><td>público</td></tr> <tr><td>tablón</td><td>plaza</td></tr> <tr><td>flores</td><td>globos</td></tr> </table>	explotó	clima	blusa	gladiador	aplaudieron	incluso	plumas	glaciar	blanco	club	repleto	platos	claro	aclamaban	globo	público	tablón	plaza	flores	globos	clima	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (words with group of consonants with L)	<b>22 Oral and written conventions/handwriting, capitalization, and punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> 22D Recognize and use punctuation marks, including	<b>20 Writing/persuasive texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are</b>
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					beginning and ending punctuations in sentences (dashed)	<b>important to the student for the appropriate audience in the school, home or local community.</b>
5	9/19-9/23 <u>Mediopollito</u>	rehacer	predecir	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (prefixes: re, in im, pre, ante, des, dis)	21A(i) Regular and irregular verbs (past, present, and future in the indicative mode). (The verb ser)	17B Develop drafts by sequencing ideas through writing sentences.
		imposible	incorrecto			
		antepasado	preparar			
		reconstruir	inmaduro			
		repasar	prehistoria			
		reunir	deshacer			
		impaciente	reciclar			
		predecir	desarmar			
		reunir	distraer			
		impaciente	desatar			
6	9/26-9/30 <u>Me llamo Gabriela</u>	cuando	nuevo	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (diphthongs with u: ua, ue)	21A(i) Regular and irregular verbs (past, present, and future in the indicative mode). (irregular verbs)	<b>19 Writing/Expository and Procedural texts. Student write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes.</b> 19A Write brief compositions about topics of interest to the student.
		nuestra	puente			
		guagua	escuelita			
		anzuelo	anual			
		suenan	huevo			
		fueron	juego			
		fuerza	pueblo			
		huella	fuego			
		cuenta	mensual			
		luego	cuello			
7	10/3-10/7 <u>Helen Keller</u>	nombre	nombrando	23A(ii) Words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara.	21a(VIII) Time order transition words (antes, después, primero, Segundo, al final)	<b>18 Writing/Literary text. Students write literary texts to express their ideas and feeling about real or imagined people, events, and ideas.</b>
		padre	drama			
		madre	gris			
		brotaban	hambre			
		gritaba	brisa			
		palabras	libros			
		cabra	gramo			

		bravo	Braille			18A Write brief stories that include a beginning, middle, and ed.
		preparar	Breve			
		gramo	Broma			
8	10/10-10/14 <i>Last day of 1<sup>st</sup> Quarter</i>  <u>Mi familia</u>	todos	nene	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (compound words)	21a(VIII) Time order transition words (antes, despúes, primero, Segundo, al final)	<b>18 Writing/Literary text. Students write literary texts to express their ideas and feeling about real or imagined people, events, and ideas.</b> 18A Write brief stories that include a beginning, middle, and ed.
		domingos	duerme			
		tocamos	corre			
		tocar	tomamos			
		dado	corremos			
		niño	dice			
		tomaba	corría			
		noche	debemos			
		nariz	nada			
decimos	diremos					
9	10/17-10/21  <u>Escuelas alrededor del mundo</u>	lenta	mundo	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (words with open syllables with l, m, n, d)	22E Identify, read, and write abbreviations	19A Write brief stories that include a beginning, middle and end. <b>20 Writing/persuasive texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home or local community.</b>
		marcad	verdad			
		pompa	tradicional			
		finca	creyón			
		musical	algún			
		mandar	soldado			
		menta	combinación			
		cantar	ocasión			
		cartel	blanco			
compás	mezcla					

10	10/24-10/28  <u>Cría de pingüino</u>	Cairo	desaire	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (diphthongs ai, ay; words with Hiatos)	22B Use capitalization (i) Proper nouns	19A Write compositions about topics of interest to the students.
		vaina	caiman			
		baile	hay			
		fraile	aire			
		naipe	caiga			
		paisaje	mosaic			
		fideo	bailan			
		poeta	faisán			
		toalla	triumfo			
		Leona	bailador			
11	10/31-11/4  <u>Animales que construyen casas</u>	lleva	yogur	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (open syllables with ll, y)	21A (iii) Adjectives (e.g., descriptive: Viejo, maravilloso)	18B Write short poems that convey sensory details
		lluvia	yucca			
		llover	ya			
		llamar	llenar			
		llave	rellena			
		llegar	mayoría			
		yate	payaso			
		yema	anillo			
		yeso	caballo			
		yoyo	rayo			
12	11/7-11/11  <u>Poesía</u>	cómo	fácil	23E Spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas: e.g., feliz, canción)	21A(v) Adverbs (time: antes, después; manner: cuidadosamente)	18B Write short poems that convey sensory details
		está	difícil			
		después	volcán			
		músculos	astronomía			
		harán	sonreír			
		satélites	canción			
		científicos	vacío			
		comenzó	lápiz			
		mágica	además			
		corazón	jardín			
13	11/14-11/18  <u>Poesía</u>	risa	reproducen	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell	21A(iv) Articles (e.g., un, una, la, el) and contractions (al, del)	19B write short letters that put ideas in a chronological or logical sequence and use appropriate
		rosa	rima			
		rojos	respirar			
		ruta	regresa			
		reja	regalo			

		ratón	rocas	(open syllables with initial "R")		conventions (e.g., date, salutations, closing). 19C Write brief comments on literary or informational text.
		realmente	reloj			
		rama	remolino			
		rodeo	rizado			
		reaccionan	revisar			
	11/21-11/25			THANKSGIVING BREAK		
14	11/28-12/2 <u>Poesía</u>	chévere	baño	23B Spell words with consonant blends (words with open syllables with ch, ñ)	22C Understand that months and days of the week are not capitalize.	17A Plan a first draft by generating ideas for writing (drawing, sharing ideas, listing key ideas). 19A Write brief compositions about topics of interest to the students. 20 Writing/Persuasive texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statement6s about issues that are important to the student for the appropriate audience in the school, home, or local community.
		pequeña	antiguo			
		cariño	gratis			
		chaleco	buitre			
		noche	cuidado			
		chirriar	juicio			
		chico	ruina			
		moño	mutuo			
		señorita	cuota			
		fuiamos	arruinó			
15	12/5-12/9 <u>Sopa de</u>	güiro	guagüita	(23) (A) (ii) words that use syllables with soft /g/ in open syllables	21A(i) Regular and irregular verbs (paste, present, and future in the indicative mode)	19A Write brief compositions about topics of interest to the
		güero	zarigüeya			
		agüita	pingüino			

	<u>pedras</u>	agüero paragüero cigüeña vergüenza ungüento desagüe lengüeta	lingüística bilingüe nicaragüense averigüe paragüitas sinvergüenza	(iv) words that use syllables güe- güi-, as in paragüero and agüita	What is a Verb?	students.
16	12/12-12/16  <u>Readers Theater: Sopa de pedras</u>	hola/ola tubo/tuvo hacia/Asia casa/caza muchísimo altísima poquísimo bellísima bota/vota simpatiquísimo	hay/jay! coce/cose hecho/echo buenísima grandísimo	(23) (D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (homophones; base words and endings – ísimo and –ísima)	22A Write legibly leaving appropriate margins for readability 22B(l) Proper nouns	19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (date, salutations and closing)
17	12/19-12/20 <i>Last Day of 2<sup>nd</sup> Quarter</i>  <i>Repeat Week 16</i>  <u>Readers Theater: Sopa de pedras</u>	hola/ola tubo/tuvo hacia/Asia casa/caza muchísimo altísima poquísimo bellísima bota/vota	hay/jay! coce/cose hecho/echo buenísima grandísimo	(23) (D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (homophones; base words and endings – ísimo and –ísima)	(21) Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) (i) regular and irregular verbs(past, present, and future in the indicative mode) (A) (ii) nouns(singular/plural, common/proper)	(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing)to compose text. Students are expected to: (A) plan a first draft by generating ideas for writing (e.g., drawing,sharing ideas, listing key ideas)
	<i>Christmas Break</i>			12/21/16-1/2/16		

18	1/9-1/13 Begin with week 17 <u>La Caperusita Roja</u>	<table border="1"> <tr><td>impersonal</td><td>disconforme</td></tr> <tr><td>desenvolver</td><td>reiniciar</td></tr> <tr><td>desanimado</td><td>revivir</td></tr> <tr><td>indirecto</td><td>reforzar</td></tr> <tr><td>reponer</td><td>inválido</td></tr> <tr><td>preocupar</td><td>innecesario</td></tr> <tr><td>recalentar</td><td>descuidado</td></tr> <tr><td>incompleto</td><td>antenoche</td></tr> <tr><td>reacción</td><td>anteponer</td></tr> <tr><td>prevenir</td><td>desconfianza</td></tr> </table>	impersonal	disconforme	desenvolver	reiniciar	desanimado	revivir	indirecto	reforzar	reponer	inválido	preocupar	innecesario	recalentar	descuidado	incompleto	antenoche	reacción	anteponer	prevenir	desconfianza	<table border="1"> <tr><td>desconforme</td><td>reiniciar</td></tr> <tr><td>revivir</td><td>reforzar</td></tr> <tr><td>inválido</td><td>innecesario</td></tr> <tr><td>descuidado</td><td>antenoche</td></tr> <tr><td>anteponer</td><td>desconfianza</td></tr> </table>	desconforme	reiniciar	revivir	reforzar	inválido	innecesario	descuidado	antenoche	anteponer	desconfianza	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (prefixes: re, in im, pre, ante, des, dis)	<b>(22) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b> <b>(D)</b> recognize and use punctuation marks, including beginning and ending punctuation in sentences	<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b> <b>(A)</b> write brief stories that include a beginning, middle, and end
impersonal	disconforme																																			
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19	1/16-1/20 <b>(MOY TEJAS LEE)</b> <u>La Caperusita Roja Moderna</u>	<table border="1"> <tr><td>zapato</td><td>trece</td></tr> <tr><td>cebolla</td><td>celebra</td></tr> <tr><td>silla</td><td>cena</td></tr> <tr><td>zorro</td><td>seguro</td></tr> <tr><td>cita</td><td>pose</td></tr> <tr><td>serrucho</td><td>taza</td></tr> <tr><td>cebra</td><td>cine</td></tr> <tr><td>pasillo</td><td>cerro</td></tr> <tr><td>cero</td><td>ceniza</td></tr> <tr><td>visita</td><td>cifra</td></tr> </table>	zapato	trece	cebolla	celebra	silla	cena	zorro	seguro	cita	pose	serrucho	taza	cebra	cine	pasillo	cerro	cero	ceniza	visita	cifra	<table border="1"> <tr><td>trece</td><td>celebra</td></tr> <tr><td>cena</td><td>seguro</td></tr> <tr><td>pose</td><td>taza</td></tr> <tr><td>cine</td><td>cerro</td></tr> <tr><td>ceniza</td><td>cifra</td></tr> </table>	trece	celebra	cena	seguro	pose	taza	cine	cerro	ceniza	cifra	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (open syllables with z, c, and s)	<b>(21) (B)</b> distinguish among declarative, interrogative, exclamatory, and imperative sentences	<b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> <b>(A)</b> write brief compositions about topics of interest to the student
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20	1/23-1/27 <b>(MOY TEJAS LEE)</b>	<table border="1"> <tr><td>favorito</td><td>botas</td></tr> <tr><td>verano</td><td>vamos</td></tr> <tr><td>fotos</td><td>volando</td></tr> </table>	favorito	botas	verano	vamos	fotos	volando	<table border="1"> <tr><td>botas</td><td>vamos</td></tr> <tr><td>volando</td><td></td></tr> </table>	botas	vamos	volando		23D use knowledge of syllabic sounds, word parts, word	<b>(21) (A) (vi)</b> prepositions and prepositional phrases	<b>(19) (C)</b> write brief comments on literary or informational texts																				
favorito	botas																																			
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	<u>Diario de una araña</u>	vecinos fogatas vacaciones biblioteca famosa visitan familia	feliz bebe veloz futuro filas vacas volar	segmentation, and syllabication to spell. (words with open syllables with f, b, v))		
21	1/30-2/3  <u>Clic, clic muu vacas que escriben a maquina</u>	cerrado era esperó cerro afuera pareció granjero arrugar carro queremos	manera para pero aburrimos disparate pesera arrugadas ahora correo madera	<b>(23)(A)</b> become familiar with words using orthographic patterns including: <b>(i)</b> words that use syllables with hard /r/ spelled “r” or “rr” as in ratón and carro (open syllables with medial r and rr)	<b>(21) (A) (i)</b> regular and irregular verbs (past, present, and future in the indicative mode) <b>(21) (A) (vii)</b> pronouns (e.g., él, su)	<b>(18) (A)</b> write brief stories that include a beginning, middle, and end
22	2/6-2/10  <u>El renacuajo misterioso</u>	peine treinta reino oigo rey voy doy soy estoy heroico	aceite hoy veinte ley boina deleite oigan coinciden muy peinar	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (diphthongs ei, oi, ey, oy; The sound /i/ written i/y)	<b>(21) (A) (i)</b> regular and irregular verbs (past, present, and future in the indicative mode)	<b>(19) (C)</b> write brief comments on literary or informational texts
23	2/13-2/17 <u>Ahora y siempre los modernos inventos de Benjamin Franklin</u>	teléfono micrófono paraguas televisor sacapuntas guardaespaldas quitasol	mediodía rompecabezas picaflor abrelatas paracaídas rascacielos kilogramo	<b>(23)(A)</b> become familiar with words using orthographic patterns including: <b>(i)</b> words that use syllables with hard and soft /c/ as in casa, kilo	<b>(21) (A) (ii)</b> nouns(singular/plural, common/proper)	<b>(17)( A)</b> plan a first draft by generating ideas for writing (e.g., drawing,sharing ideas, listing key ideas)

		tocadiscos	medianoche	quince, cereal, semilla, and zapato			
		cortaúñas	altavoz				
		lavaplatos	malhumor				
24	2/20-2/24  <u>Harriet Tubman</u>	alguien	izquierdo	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (diphthongs-ia, ie, io)	<b>(21) (A) (i)</b> regular and irregular verbs (past, present, and future in the indicative mode)	<b>(19) (B)</b> write short letters that put ideas in a chronological or logical sequence and use appropriate conventions(e.g., date, salutation, closing) <b>(20) Writing / Persuasive Texts.</b> <b>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</b>	
		hacia	curioso				
		cierto	nadie				
		tienda	bien				
		viernes	vieron				
		dieron	comedia				
		siempre	gracias				
		dio	vio				
		tienes	especial				
		siguiente	tienes				
25	2/27-3/3 <b>(STAAR)</b>  Thurgood Marshall	casa	cuna				<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (closed syllables with r, s, z, x)
		caballo	celebrar				
		quince	cepillo				
		cereal	cemento				
		cebolla	calendario				
		cilantro	camino				
		claro	corte				
		cuento	cantar				
		cobija	cerillo				
		cuota	cereza				

		<b>3/14-3/18</b> <i>Spring Break</i>				
26	3/6-3/10 <i>Last day of 3<sup>rd</sup> Quarter</i>  <u>Dime porque los aviones tienen alas</u>	auto	reunir	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (diphthongs-au,eu,iu)	<b>(21) (A) (vii)</b> pronouns (e.g., él, su) <b>(22) (B)</b> use capitalization for: <b>(I)</b> proper nouns	<b>(17) (A)</b> plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) <b>(19) (A)</b> write brief compositions about topics of interest to the student
		deuda	causa			
		pausa	ciudad			
		Europa	aplauzo			
		aumentar	aullando			
		triunfo	maullando			
		viudo	jaula			
		diurno	automóvil			
		auxilio	flauta			
aurora	autor					
27	3/21-3/24 4 day week  <u>Dime porque los aviones tienen alas</u>	maravilloso	sabroso	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (suffixes –oso, -osa)	<b>(21) (A) (i)</b> regular and irregular verbs (past, present, and future in the indicative mode)	<b>(17) (E)</b> publish and share writing with others <b>(19) (A)</b> write brief compositions about topics of interest to the student
		furioso	fabuloso			
		valioso	caluroso			
		gracioso	ruidosa			
		goloso	pegajosa			
		nervioso	talentosa			
		deliciosa	jugoso			
		amistosa	montañosa			
		hermosa	ventajoso			
cariñosa	lluvioso					
28	3/27-3/31  <u>Medusas</u>	gusanos	fuego	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (open syllables with soft G)	<b>(21) (A) (ii)</b> nouns(singular/plural, common/proper)	<b>(19) (A)</b> write brief compositions about topics of interest to the student
		gorila	ganas			
		luego	regaderas			
		galleta	gorra			
		gota	goloso			
		mago	bigotes			
		garra	regaban			
		goma	aguja			
		agarró	delgadas			
estómago	gusta					

29	4/3-4/7  <u>Trabajar en el espacio</u>	quiero	sabe	<b>(23) (J)</b> use resources to find correct spellings	<b>(21) (A) (iii)</b> adjectives	<b>(19) (A)</b> write brief compositions about topics of interest to the student
		reír	se			
		sábado	pronto			
		salto	primero			
		porque	quiere			
		que	pequeño			
		qué	rojo			
		por	salta			
		rápido	puedes			
		ríe	pan			
30	4/10-4/13 4 day week 4/14 (off)  <u>Tormentas Increíbles</u>	deja	original	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (open syllables with strong sound of g, j, and x)	<b>(22) (D)</b> recognize and use punctuation marks, including beginning and ending punctuation in sentences(commas)	<b>(18) (A)</b> write brief stories that include a beginning, middle, and end
		página	girar			
		jefe	exige			
		generalmente	ojo			
		refugio	jirafa			
		gemelo	mexicano			
		despejado	Oaxaca			
		gema	conejo			
		girasol	baja			
		gitano	genio			
31	4/18-4/21 <b>(EOY TEJAS LEE)</b> 4 day week 4/17 (off)  <u>Las corbatas del Señor Tanen</u>	hablaba	higo	<b>(23)(A)</b> become familiar with words using orthographic patterns including: <b>(iii)</b> words that use syllables with silent “h”, as in hora and hoy	<b>(21) (A) (ii)</b> nouns(singular/plural, common/proper) (masculine and feminine)	<b>(17)(B)</b> develop drafts by sequencing ideas through writing sentences <b>(17) (D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric <b>(18) (A)</b> write brief stories that include a beginning, middle, and end
		hecha	hallar			
		había	hoy			
		ahora	hay			
		ha	hicieron			
		hola	humilde			
		hasta	zanahoria			
		humo	helado			
		hombre	habilidad			
		huella	hace			
32	4/24-4/28 <b>(EOY TEJAS LEE/ITBS)</b>	busco	curó	23D use knowledge of syllabic sounds, word parts, word	<b>(21) (A) (vii)</b> pronouns (e.g., él, su)	<b>(18) (A)</b> write brief stories that include a beginning, middle, and
		parquet	copa			
		koala	kilo			

	<u>Poesía</u>	casa	conejo	segmentation, and syllabication to spell. (open syllables with K)		end	
		kiwi	kilómetro				
		queso	cabeza				
		común	camina				
		quita	comida				
		cuna	casa				
		saqué	cama				
33	5/1-5/5 <b>(Spring Diagnostic 2<sup>nd</sup>)</b>  <u>Poesía</u>	cuidado	gratis	<b>(23) (D)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell (diphthongs with u: ui, uo, uy)	<b>(21) (A) (iii)</b> adjectives(comparison of )	<b>(19) (A)</b> write brief compositions about topics of interest to the student	
		ruina	mutuo				
		ruido	muy				
		juicio	suizo				
		residuo	fuiamos				
		antiguo	buitre				
		arduo	cuidar				
		arruinó	ruidoso				
		cuota	ingenuo				
		ruiseñor	fluir				
34	5/8-5/12 <b>(STAAR)</b>  <u>Arthur's Christmas</u>	dice	nada	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (open syllables with d, n, and t)	<b>(21) (A) (iii)</b> review adjectives (e.g., descriptive: viejo, maravilloso)	<b>(17) (E)</b> publish and share writing with others	
		domingos	niño				
		dado	nube				
		decimos	debe				
		tocar	tú				
		nene	nariz				
		detalle	tuvieron				
		todos	dominó				
		tocamos	tomaba				
		noche	tesoro				
35	5/15-5/18 4 day week workday May 22  <u>Arthur's Christmas</u>	dice	nada	23D use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell. (open syllables with d, n, and t)	<b>(21) (A) (v)</b> review adverbs (e.g., time: antes, después; manner: cuidadosamente)	<b>(17) (E)</b> publish and share writing with others	
		domingos	niño				
		dado	nube				
		decimos	debe				
		tocar	tú				
		nene	nariz				
		detalle	tuvieron				
		todos	dominó				

		tocamos	tomaba			
		noche	tesoro			