

**(Even Year) CYCLE 2 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/CONCEPT	MOVERS AND SHAKERS / CHANGE																																		
QUARTER	QUARTER ONE-A(FIRST HALF)	QUARTER ONE-B(SECOND HALF)																																	
DATES	Aug. ___ - Sep. ___ (4-5 weeks)	Sep. ___ - Oct. ___ (4-5 weeks)																																	
<b>BIBLE</b>	<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.1-Salvation Unit 2.2-God Protects Moses	<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.3-God Prepares Moses Unit 2.4-God Frees His People																																	
<b>SCIENCE OR SOCIAL STUDIES</b>	<b>BY DESIGN SCIENCE: LIFE SCIENCE GRADE 4, CHAPTER 1, LESSONS 1 &amp; 2</b>  Cells                      Plants and Plant Cells Genetics                      How Do Cells Work Together?	<b>SOCIAL STUDIES: CYCLE 2 2<sup>ND</sup> Grade: IMPACT EXPLORING WHO WE ARE</b>  Today and Long Ago																																	
<b>MATH</b>	<b>BIG IDEAS</b>  1st-Add & Sub Situations, Fluency & Strategies within 10 (Chaps 1-2) 2nd-Numbers & Arrays, Fluency & Strategies within 20 (Chapters 1&2) 3rd-Understanding Mult. & Division, Mult. Facts & Strategies (Chs 1-3) 4th-Place Value, Add&Subtract Multi-Digit, Mult. 1-Digit (Chapters 1-3)	<b>BIG IDEAS</b>  1st-More Add & Sub Situations, Add & Subtract Numbers -20 (Chs 3-5) 2nd-Add & Sub to 100 Strategies, Fluency Add & Sub within 100 (Chapters 3-6) 3rd-Division Facts, Strategies, Patterns & Fluency, Area (Chapters 4-6) 4th-Multiply by 2-Digits, Divide by 1-Digit (Chapters 4-5)																																	
<b>PHYSICAL EDUCATION</b>	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness & Circuits Unit 1: Building a Foundation	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Manipulatives Unit 2: Fitness Challenges I																																	
<b>FINE ARTS: MUSIC &amp; ART</b>	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Music Appreciation, What Heavenly Music, Basics -Lessons 1-3  <b>ARTS ATTACK, GRADE 2</b> LINE: Line Movement    Featured Artist: Winslow Homer or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 2</b>	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Patriotic Music, What Heavenly Music, Basics -Lessons 4,5 Rev.  <b>ARTS ATTACK, GRADE 2</b> COLOR: Variations    Featured Artist: Henri Rousseau or <b>DAVIS ART: EXPLORATIONS IN ART PRIMARY 2</b>																																	
<b>PATHWAYS THEME BOOKS</b>	<b>Theme #1: HEROES</b>  <b>GRADE 1:</b> <i>Ellen Ochoa</i> <b>GRADE 2:</b> <i>Odd Boy Out Young Albert Einstein</i> <b>GRADE 4:</b> <i>The Story of George Washington Carver</i>  <b>Vocabulary A-Z</b> word study GR K-2 (Phonemic Awareness/Phonice: UFLI or Heggerty Bridge to Reading)	<b>Theme #2: MY WORLD AND OTHERS</b>  <b>GRADE 1:</b> <i>Arroz con Leche / Rice Pudding</i> <b>GRADE 2:</b> <i>On the Same Day in March: A Tour of the World's Weather</i> <b>GRADE 4:</b> <i>A Boy Named Beckoning, Dr. Carlos Montezuma</i>  <b>Vocabulary A-Z</b> word study GR K-2 (Phonemic Awareness/Phonice: UFLI or Heggerty Bridge to Reading)																																	
<b>LEVELED READERS</b>	<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match bi-quarterly focus (See selections below)	<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match bi-quarterly focus (See selections below)																																	
<b>Reading A-Z and Other Sources</b>  (F) Fiction (NF) NonFiction	<table border="0"> <tr> <td><i>Book of Blood</i></td> <td>Levels V</td> <td>(NF)</td> </tr> <tr> <td><i>Through a Microscope</i></td> <td>Level Q, T, W</td> <td>(NF)</td> </tr> <tr> <td><i>Color Blindness</i></td> <td>Level Q, T, W</td> <td>(NF)</td> </tr> <tr> <td><i>George Washington Carver</i></td> <td>Level L, O, R</td> <td>(NF)</td> </tr> <tr> <td><i>Diabetes and Me</i></td> <td>Level L</td> <td>(NF)</td> </tr> <tr> <td><i>Why We Sleep</i></td> <td>Level P, S, V</td> <td>(NF)</td> </tr> </table>	<i>Book of Blood</i>	Levels V	(NF)	<i>Through a Microscope</i>	Level Q, T, W	(NF)	<i>Color Blindness</i>	Level Q, T, W	(NF)	<i>George Washington Carver</i>	Level L, O, R	(NF)	<i>Diabetes and Me</i>	Level L	(NF)	<i>Why We Sleep</i>	Level P, S, V	(NF)	<table border="0"> <tr> <td><i>Two Kettles</i></td> <td>Levels S, V, Y</td> <td>(F)</td> </tr> <tr> <td><i>Colonial Life</i></td> <td>Level L</td> <td>(NF)</td> </tr> <tr> <td><i>Meeting Father in Plymouth</i></td> <td>Level O</td> <td>(F)</td> </tr> <tr> <td><i>Turkeys in the Trees</i></td> <td>Level I</td> <td>(F)</td> </tr> <tr> <td><i>The First Thanksgiving</i></td> <td>Shared Book, Grades 2,3</td> <td>(NF)</td> </tr> </table>	<i>Two Kettles</i>	Levels S, V, Y	(F)	<i>Colonial Life</i>	Level L	(NF)	<i>Meeting Father in Plymouth</i>	Level O	(F)	<i>Turkeys in the Trees</i>	Level I	(F)	<i>The First Thanksgiving</i>	Shared Book, Grades 2,3	(NF)
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Grades 1-4_Cycle 2 of 4_page 1 of 8																																			

<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b> Pre-assessments (1-4) Context Clues, Classify/Categorize (1-4) Multiple-meaning Words and Prefixes (3-4)</p> <p><b>Spelling:</b> Pre-assessments (1-4) Phonemes (1) Short Vowels A,I,O (1) CVC, VC (2) Vowel Sound Letter Combinations (3-4) Long-vowel Patterns in Multi-syllable Words (3-4) Consonant Clusters (2-4)</p> <p><b>SPELLING CITY Resources Available</b></p>	<p><b>Vocabulary:</b> Alphabetical Orders (1-2) Reference Materials (3-4) Meanings of Words and Phrases (1-2) Shades of Meaning (1-2) Content -Specific Words and Phrases (3-4) Nuances (3-4) Review (1-4)</p> <p><b>Spelling:</b> Segmenting Phonemes, Short U, (1) Consonants, Rimes, Consonant Digraphs (1) Consonant Clusters (2) Consonant Sounds (3-4), Plurals (2-4) Review (1-4)</p> <p><b>SPELLING CITY Resources Available</b></p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b> Pre-assessments (1-4) Collaborative Conversations (1-2) Collaborative Discussions (3-4) Tell a story, Ask and Answer Questions (1-4) Recount Details (2)</p> <p><b>Mini-Lessons:</b> Pre-assessments (1-4) Ask &amp; Answer Questions (1-4) Explain Text Explicitly (3-4) Determine Meaning of Words and Phrases (2-4) Use Illustrations &amp; Details (1-4)</p> <p><b>Guided Reading:</b> Reading with Purpose and Understanding (1) Silent Reading Strategies (2-4)</p> <p><b>Independent Reading:</b> Read Text on Topics of Interest (1-2) Read for Personal Growth and Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b> Speak in Complete Sentences (1-4), Use Formal and Informal English (3-4) Recount a Personal Experience (1-2) Report on a Topic (3-4) Ask and Answer Questions (1-2) Recount Details (2) Identify Reasons &amp; Evidence (3-4) Review (1-4)</p> <p><b>Mini-Lessons:</b> Identify Main Topic, Retelling Key Details (1), Identifying Main Topic of Multi-paragraph Test (2) Determining Main Idea and Key Details (3-4), Know and Use Text Features (1-2), Use Text Features &amp; Search Tools (3-4) Compare Firsthand &amp; Secondhand Accounts (3-4) Review (1-4)</p> <p><b>Guided Reading:</b> Read with Accuracy &amp; Purpose (1-4) Read with Appropriate Rate &amp; Expression (1-4) Read &amp; Comprehend Text of Appropriate Complexity (3-4) Read Independently &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b> Read Text on Topics of Interest (1-2) Read for Personal Growth and Spiritual Development (3-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Pre-assessments (1-4) Labels, Captions, Sentences, Class Story (1) Sentences that Tell a Story(2) Friendly Letter (2) Sentences that Describe (2) Descriptive Paragraph, Dialogue, (3-4) Prewriting: Class Story (1) True Story (2) Fictional Narrative (3-4)</p>	<p>Class Story(1) Using the Computer (1) Sentences that Describe(1) Poetry (1) Informational Paragraph (2) News Report Book Report (3-4) Drafting/Revising: Class Story (1) True Story (2) Fictional Narrative (3-4) Editing/Publishing: Class Story (1) True Story (2) Fictional Narrative (3-4)</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Pre-assessments (1-4) Common Nouns (1) Collective Nouns (1,2) Possessive Nouns (1-2) Punctuation (2) Present Tense Action Verbs (1-2) Nouns, Verbs, Adjective, Adverbs (3-4) Adjective Order (3-4) Sentence Types (3-4)</p>	<p>Adjectives: Size, Shape, Color, Numbers (1) Capitalization: Sentence Beginnings (1) Adjectives: Modifiers (2) Capitalization: Titles, Headings, Emphasis (2) Adjectives: Comparative, Superlative (3-4) Pronouns: Relative (4) Capitalization Review (4) Review (1-4)</p>
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**2023/2024 (Even Year) CYCLE 2 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/CONCEPT			MOVERS AND SHAKERS / CHANGE			
QUARTER			QUARTER TWO-A (FIRST HALF)		QUARTER TWO-B (SECOND HALF)	
DATES			Oct. ____ - Nov. ____ (4-5 weeks)		Dec. ____ - ____ (4-5 weeks)	
<b>BIBLE</b>			<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.5-God Provides A Way Unit 2.6-God Provides for Needs		<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.7-Christmas Unit 2.8-God Provides His Presence	
<b>SCIENCE OR SOCIAL STUDIES</b>			<b>BY DESIGN SCIENCE: HUMAN BODY HEALTH 1</b>  <b>GRADE 1, CHAPTER 4, LESSONS 1 &amp; 3</b> <b>GRADE 2, CHAPTER 5, LESSONS 1, 2</b> <b>GRADE 3, CHAPTER 4, LESSONS 1, 2, 3</b>  Immune System, Disease; Lifestyle Challenge/ Guided Inquiry; Diet, Body and Lifestyle		<b>SOCIAL STUDIES: CYCLE 2</b>  <b>2<sup>nd</sup> Grade: IMPACT EXPLORING WHO WE ARE</b>  People, Places and Enviroments	
<b>MATH</b>			<b>BIG IDEAS</b>  1st-Count & Write Numbers to 120, Compare 2-Digit Numbers (Chapters 6-7) 2nd-Understand Place Value, Count & Compare Numbers to 1000 (Chapters 7-8) 3rd-Round, Estimate & Multiples, Add & Subtract Multi-Digits(Chs 7- 9) 4th-Factors, Multiples & Patterns(Chapters 6)		<b>BIG IDEAS</b>  1st-Add & Subtract Tens, Add 2-Digit Numbers (Chapter 8-9) 2nd-Add & Subtract Numbers within 1000 (Chapters 9-10) 3rd-Understanding Fractions, Equivalence & Comparison (Chs 10-11) 4th-Fraction Equivalence & Comparison, Add & Sub Fractions (Chapters 7-8)	
<b>PHYSICAL EDUCATION</b>			<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness Challenges II Unit 3: Jump Rope (2 weeks) Flying Disc (2 weeks)		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Map Challenges Unit 4: Volleyball	
<b>FINE ARTS: MUSIC &amp; ART</b>			<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Focus on Rhythm, Redeemed, Basics: Review Notes <b>ARTS ATTACK, GRADE 2</b> SHAPE & FORM: Featured Artist: Leonardo da Vinci or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 2</b>		<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Christmas Music, Christmas Hymns, Basics: Review Notes <b>ARTS ATTACK, GRADE 2:</b> Featured Artist: Albrecht Durer or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 2</b>	
<b>PATHWAYS THEME BOOKS</b>			<b>Theme #3 LIVING THINGS</b>  <b>GRADE 1:</b> <i>A Tree is a Plant</i> <b>GRADE 2:</b> <i>Cactus Hotel</i> <b>GRADE 4:</b> <i>Far From Shore: Chronicles of an Open Ocean Voyage</i>		<b>Theme #4: WALKING WITH GOD</b>  <b>GRADE 1:</b> <i>Little Maid</i> <b>GRADE 2:</b> <i>Twice Yours: A Parable of God's Gifts</i> <b>GRADE 4:</b> <i>Out of the Blue</i>	
<b>LEVELED READERS</b>			<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)		<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)	
<b>Reading A-Z and Other Sources</b>			<i>Doctor Jen</i> Level E (F) <i>Sammy Has the Flu</i> (Poetry) Level J (F) <i>Asthma</i> Level N (NF) <i>The Day I Couldn't Breathe</i> Level N (NF) <i>InFLUenza</i> Levels T, W, Z (NF) <i>Microbes: Friend or Foe?</i> Levels U, W, Z (NF) <i>Mystery in the Moonlight</i> Level U (F) <i>Healthy Me</i> Level I (F) <i>Feelings</i> Level C (F) <i>The Day I Needed Help</i> Level H (F) <i>The Reason for Sneezing</i> Level G (NF)		<i>A Nation Arises</i> (Poetry) Level T, (NF) <i>American Symbols</i> Level G (NF) <i>Community Government</i> Level K (NF) <i>Childhood Stories of George Washington</i> Level I (F) <i>The Backpack Tax</i> Level O (F) <i>Abigail Adams</i> Levels H, K, N (NF) <i>The Buffalo Soldiers</i> Level Q (NF)	

<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b>  Meanings of Words and Phrases (1-2)  Content Specific Words and Phrases (3-4)  Synonyms, Antonyms, (1-4)  Real Life Connections (1-2)  Adjective Endings (3-4)</p> <p><b>Spelling:</b>  Adding Phonemes to Words (1)  Consonant Sounds or Digraphs (1-4)  Ending Phonemes, Consonant Clusters (1)  Contractions (2-4)  Hard &amp; Soft Consonants (2)  Multisyllabic Words (3-4)  Verb Tense (past) (2-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>	<p><b>Vocabulary:</b>  Classify/Categorize (1-2)  Suffixes (3-4)  Homonyms (1-4)  Plural Endings (1-2)  Nouns Formed from Verbs (3-4)  Review (1-4)</p> <p><b>Spelling:</b>  Hearing Phonemes &amp; Consonant Clusters (1)  VCe Exceptions (2) VCe Patterns (3-4)  Phonemes in Sequence, Consonant Clusters (1)  Contractions (2-4)  Rhyming Words (1),  Double Consonants (1-4)  Review (1-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>  Provide Descriptions (1-2)  Recount an Experience (3-4)  Ask &amp; Answer Questions (1-2),  Paraphrase (3-4)  Use Visuals (1)  Create Digital Recording (2)  Make a Presentation with Digital Media (3-4)  Reader's Theatre (1-2)</p> <p><b>Mini-Lessons:</b>  Describe Connections Between 2 Pieces of Information (1)  Describe Connection in a Series of Scientific Concepts (2)  Explain Events, Procedures, Ideas, or Concepts in Scientific Text (3-4)  Distinguish Between Words &amp; Picture Information (1)  Identify Main Purpose (2)  Summarize Text (3-4)  Identify Similarities and Differences Between Texts (1)  Compare/contrast Two Texts on Same Topic (2)  Integrate Information from Two Texts on Same Topic (3-4)  Sequence Information (1)  Identify Main Topic (2)  Draw Inferences Using Details &amp; Examples (3-4)</p> <p><b>Guided Reading:</b>  Read Orally with Accuracy, Appropriate Rate, &amp; Expression (1-4)  Self Monitor Reading (3-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Interest and Appropriate Complexity (1-2)  Selects text that Reflects &amp; Affirms the Teachings in God's Word (3-4)</p>	<p><b>Speaking and Listening Skills:</b>  Collaborative Conversations (1-4)  Collaborative Discussions (3-4)  Tell a Story (1-4)  Ask &amp; Answer Questions (1, 3-4)  Recount, Describe Key Ideas (2)  Review (1-4)</p> <p><b>Mini-Lessons:</b>  Ask and Answer Questions (1-2)  Explain Text Explicitly and Draw Inferences (3-4)  Identify Words in Poems that Appeal to the Senses (1)  Describe Rhythm and Meaning in a Poem (2)  Explain differences Among Poems and Stories (3-4)  Story Elements:  Describe (1)  Show Understanding (2)  Compare/Contrast (3-4)  Review (1-4)</p> <p><b>Guided Reading:</b>  Read with Purpose, Understanding, Accuracy, Appropriate Rate &amp; Expressions (1)  Make connection Between Text and Personal Life (2)  Self Monitor Reading (3-4)</p> <p><b>Independent Reading:</b>  Choose(select) text that Reflects &amp; Affirms the Teachings in God's Word (1-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Thank You Note (1)  Informational Paragraph (2-4)  Prewriting:  Description (1)  Instructions (2)  Explanatory Essay (3-4)  Drafting /Revising:  Description (1)  Instructions (2)  Explanatory Essay (3-4)  Editing &amp; Publishing:  Description (1)  Instructions (2)  Explanatory Essay (3-4)</p>	<p>Sentences that Inform (1)  Persuasive Letter (2-4)  Persuasive Paragraph (2-4)  Instruction (1)  Opinion Paragraph (2),  Problem-Solution Composition (3-4)</p> <p>Prewriting:  Report (1)  Persuasive Essay (2-4),</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Nouns: Months, Days, Holidays (1)  Commas:  Dates (1)  Letter Greetings, Closings (2)  Compound Sentences (3-4)  Sentences:  Declarative (1)  Types (2)  Fragment/RunOn (3-4)  Nouns:  Singular, Plural (1)  Irregular Plural (2)  Auxiliaries: Modal (3-4)  Articles (1),  Adverbs (2)  Verb Tense Progressive (3-4)</p>	<p>Nouns: Proper (1-2),  Abstract (3-4)  Sentences:  Imperative (1)  Simple (2)  Dialogue: Punctuation (3-4)  Subject - Verb Agreement (1-4)  Review (1-4)</p>
<p>Grades 1-4_Cycle 2 of 4_page 4 of 8</p>		

**2023/2024 (Even Year) CYCLE 2(of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/CONCEPT				MOVERS AND SHAKERS / CHANGE			
QUARTER		QUARTER THREE-A (FIRST HALF)		QUARTER THREE-B (SECOND HALF)			
DATES		Jan. ____ - Feb. ____ (4-5 weeks)		Feb. ____ -Mar. ____ (4-5 weeks)			
<b>BIBLE</b>		<b>ENCOUNTER BIBLE SERIES, GRADE 2</b> <b>GOD PROTECTS AND PROVIDES</b>  Unit 2.9-God Provides a Church Unit 2.10-Jesus Protects		<b>ENCOUNTER BIBLE SERIES, GRADE 2</b> <b>GOD PROTECTS AND PROVIDES</b>  Unit 2.11-Jesus Provides Unit 2.12-Easter			
<b>SCIENCE OR SOCIAL STUDIES</b>		<b>BY DESIGN SCIENCE: EARTH AND SPACE SCIENCE</b>  <b>GRADE 2, CHAPTER 6, LESSONS 1, 3, 4</b> <b>GRADE 3, CHAPTER 7, LESSONS 1</b> <b>GRADE 4, CHAPTER 7, LESSONS 2, 4</b> <b>GRADE 4, CHAPTER 8, LESSONS 1, 2</b> Geology		<b>SOCIAL STUDIES: CYCLE 2</b>  <b>2<sup>nd</sup> Grade: IMPACT EXPLORING WHO WE ARE</b>   Economics: Goods and Services/How Government Works			
<b>MATH</b>		<b>BIG IDEAS</b>  1st-Measurement & Compare Lengths, (Chapters 10) 2nd-Measurement, Estimate & Solve Length Problems (Chs 11-12) 3rd-Find Perimeter & Area (Chapter 15) 4th-Measurement Equivalence, Perimeter & Area (Chapters 11&12)		<b>BIG IDEAS</b>  1st-Represent & Interpret Data (Chapter 11) 2nd-Represent & Interpret Data (Chapters 13) 3rd-Represent & Interpret Data (Chapters 14) 4th-Mult. Whole Numbers & Fractions, Relate Fractions&Decimals (Chapters 9-10)			
<b>PHYSICAL EDUCATION</b>		<b>NAD Multigrade Physical Education, Grades 1-4</b> <b>SPARKS, 3-6</b>  Daily Dozen (Stunts Unit) Movement Bands Unit 5: Stunts and Tumbling Unit 6:Basketball		<b>NAD Multigrade Physical Education, Grades 1-4</b> <b>SPARKS, 3-6</b>  Group Fitness Unit 7: Hockey or Racquets and Paddles			
<b>FINE ARTS: MUSIC &amp; ART</b>		<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Harmonies, How Firm A Foundation, Basics: Lesson 2  <b>ARTS ATTACK, GRADES 2</b> TEXTURE & PATTERNS: Featured Artist: Michelangelo or <b>DAVIS ART:EXPLORATIONS IN ART</b>		<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Syncopation, How Firm A Foundation, Basics: Notes in Both Clefs  <b>ARTS ATTACK GRADE 2</b> SPACE: Featured Artist: Fredric Remington or <b>DAVIS ART:EXPLORATIONS IN ART</b>			
<b>PATHWAYS THEME BOOKS</b>		<b>Theme #5: FRIENDS AND FAMILY</b>  <b>GRADE 1:</b> <i>The Doorbell Rang</i> <b>GRADE 2:</b> <i>Galimoto</i> <b>GRADE 4:</b> <i>Yuki: An Alaskan Adventure</i>		<b>Theme #6: THE ENVIRONMENT</b>  <b>GRADE 1:</b> <i>We All Went On Safari: Counting</i>  <i>Journey -Tanzania</i> <b>GRADE 2:</b> <i>Me...Jane (Jane Goodall)</i> <b>GRADE 4:</b> <i>Come Back Salmon</i>		<b>Theme #7: PERSONAL FEELINGS AND GROWTH</b>  <b>GRADE 1:</b> <i>The Art Lesson</i> <b>GRADE 2:</b> <i>Marisol McDonald Doesn't Match</i> <b>GRADE 4:</b> <i>Julius! The Perfect Pesky Pet Parrot</i>	
<b>Reading A-Z and Other Sources</b>		<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)  <i>Families</i> Level I (NF) <i>Carlo's Family Celebration</i> Level K (F) <i>A Dog for Sally</i> Level G (F) <i>Adventures on the Amazon River?</i> Level V (F) <i>Adventures with Abuela</i> Level T (F) <i>Ants in the Bed</i> Level T (F) <i>Arthur's Bad News Day</i> Level I, M,Q (F) <i>Chick-a-Dude</i> Level U (F)		<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)  <i>Volcanoes</i> Level S, V, Z (NF) <i>Sinkhole Science</i> Level Q (NF) <i>Rock Hunting</i> Level G (F) <i>Rocks</i> Level C (NF) <i>Mysterious Caves</i> Level V (NF) <i>Mighty Glaciers</i> Level M (NF) <i>A Look at Fossils</i> Level F (NF) <i>I am the Hope Diamond</i> Level P (NF) <i>The Grand Canyon</i> Levels H, K, (NF) <i>Earthquakes, Volcanoes and Tsunamis</i> Levels Q, T, W (NF) <i>Deep Inside a Copper Mine</i> Level P (NF) <i>Gems: Treasures from the Earth</i> Levels S, V, Y (NF) <i>Hawaii Volcanoes National Park</i> Levels H, K, N (NF)		<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)  <i>Adventure in Bear Valley</i> Level W (F) <i>The Battle of the Alamo</i> Level V (NF) <i>John Muir</i> Levels S, V, Y (NF) <i>Anca's Journey</i> Shared Reading-Grades 2-3 (F) <i>Welcome Carlos!</i> Level J (F) <i>The Trouble with English</i> Level S (F) <i>The Story of the Statue</i> Levels J, M, P (NF) <i>The New Soccer Ball</i> Level Q (F) <i>Carlos and His Teacher</i> Level B (F) <i>1849: The California Goldrush</i> Levels O, R, U (NF) <i>Atlantic Crossing</i> Level W (F) <i>The Great Land Run</i> Level O (F)	
Grades 1-4_Cycle 2 of 4_page 5 of 8							

<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b>          Shades of Meaning (1-2)          Idioms (3-4)          Plural Endings (1)          Endings (2-4)          Words &amp; Phrases: Suggest Feelings (1),          Words &amp; Phrases: Rhythm &amp; Meaning (2)          Literal/Nonliteral Language (3-4)          Content Clues (1-2), Using Context (3-4)</p> <p><b>Spelling:</b>          Blending Phonemes, VCe Patterns, Rimes (1)          VVC, VVCe, VVCCC, Patterns (2)          VVCC, VVCe, VCCe, VCCC, VVCCC Patterns (3-4)          Onsets &amp; Rimes (1)          Long Vowel Patterns (1)          Endings (2)          Suffixes with Final e (3-4)          Double Vowel Phonograms (1)          Changing Adjectives to Adverbs (3-4)</p> <p><b>SPELLING CITY Resources Available</b></p>	<p><b>Vocabulary:</b>          Endings (1-2)          Suffixes (3-4)          Synonyms, Antonyms, Analogies (1-4)          Compound Words (1-4)          Review (1-4)</p> <p><b>Spelling:</b>          Hearing and Saying Middle Phonemes (1)          Similar Middle Phonemes and Manipulating          Phonemes (1)          Long and Short Vowel Sounds (1)          Contractions (1)          Endings (2-4)          Plurals (1-2)          Phonogram Patterns (3-4)          Review (1-4)</p> <p><b>SPELLING CITY Resources Available</b></p>	<p><b>Vocabulary:</b>          Prefixes (1-4)          Conjunctions (1)          Adjective, Adverbs (2)          Precise Actions, Emotions, Being (3-4)          Context Clues (1-2)          Concept Words (2)          Adages, Proverbs (3-4)          Prefixes (3-4)</p> <p><b>Spelling:</b>          Deleting and Adding Phonemes (1)          Letter <b>y</b> as a Vowel Sound (1-2)          Short Vowel Patterns (3-4)          Endings (1)          Silent Consonants (2-4)          Syllables (1)          Tense (past) (1-2)          Suffixes (3-4)          Verb Tense (Present Participle) (1-4)</p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>          Speak in Complete Sentences (1-2)          Use Formal and Informal English (3-4)          Recount a Personal Experience (1-2)          Report on a Text (3-4)          Ask and Answer Questions (1)          Recount, Describe Key Ideas (2)          Identify Reasons &amp; Evidence (3-4)          Provide Descriptions (1-2)          Recount an Experience (3-4)</p> <p><b>Mini-Lessons:</b>          Retell Stories (1-2),          Summarize Text (3-4),          Differentiate Between Story &amp; Informational Text (1)          Explain Story Structure (2)          Explain Major Differences Between Dramas &amp; Stories (3-4)          Story Element: Character Describe (1)          Response to Challenges (2)          Description in Depth (3-4)          Compare &amp; Contrast (1)          Compare/Contrast Two Versions of the Same Story (2)          Make Connections Between Texts (3-4)</p> <p><b>Guided Reading:</b>          Silent Reading Strategies (1)          Read Text with Appropriate Complexity (1-2)          Read Text with Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>          Read for Pleasure (1-4)          Read for Personal Growth and Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b>          Ask &amp; Answer Questions (1-2)          Use Visuals (1)          Paraphrase Fiction and Non-Fiction (3-4)          Create Digital Recording (2)          Make a Presentation with Digital Media (3-4)          Participate in Readers' Theatre (1-2)          Review (1-4)</p> <p><b>Mini-Lessons:</b>          Ask &amp; Answer Questions to Clarify Meaning (1)          Determine Meaning (2-4)          Predicting Using Pictures, Illustrations &amp; Text (1-2)          Explain How Information Adds to Understanding (3-4)          Distinguish Between Facts and Opinion (1-2)          Describe Connections Between Sentences and Paragraphs (3-4)          Explain How Authors Use Reasoning &amp; Evidence to Support Ideas (3-4)          Review (1-4)</p> <p><b>Guided Reading:</b>          Read Stories &amp; Poetry of Appropriate Complexity (1)          Use Context to Confirm or Self-Correct Reading (2)          Silent Reading Strategies (2)          Read Text of Appropriate Complexity Independently &amp; Proficiently (3-4)          Self-Monitoring Reading Strategies (3-4)</p> <p><b>Independent Reading:</b>          Silent Reading Strategies &amp; Read Texts on Topics of Interest (1)          Read &amp; Comprehend Text of Appropriate Complexity (2)          Select Text that Affirms the Teachings in God's Word (3-4)</p>	<p><b>Speaking and Listening Skills:</b>          Collaborative Discussions (1-4)          Tell a Story (1-4)          Ask &amp; Answer Questions (1-4),          Recount or Determine Key Details (2)          Speak in Complete Sentence (1-2)          Use Formal &amp; Informal English (3-4)</p> <p><b>Mini-Lessons:</b>          Identify Storyteller (1)          Differentiate (2)          Points of View (3-4)          Compare &amp; Contrast Points of View (3-4)          Predict Using Picture Clues (1-2)          Make Connections: Text &amp; Presentation of Text (3-4)          Sequence Events (1-2)          Explain Major Differences in Poems &amp; Dramas (3-4)          Identify Words &amp; Phrases that Suggest Feelings (1)          Describe Rhythm &amp; Meaning (2),          Determine Idioms (3-4)</p> <p><b>Guided Reading:</b>          Use Context to Confirm or Self-Correct Reading (1)          Read Orally with Purpose, Understanding, Accuracy, Appropriate Rate, &amp; Expression (2)          Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>          Choose Text that Reflects the Teachings of God's Word (1)          Read for Pleasure (2)          Read for Pleasure, Personal Growth, &amp; Spiritual Development (3-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Drafting /Revising:          Report (1),          Persuasive Essay (2,4),          Editing &amp; Publishing:          Report (1)          Persuasive Essay (2,4),          Sentences About Yourself (1)          Fictional Narrative Paragraph (2)          Descriptive Paragraph (3-4)          Friendly Letter (3-4)</p>	<p>Friendly Letter(1) Descriptive Paragraph(2)          Story (3-4)          Prewriting:          Personal Narrative(1) Fictional Story(2)          Fictional Narrative(3-4)          Drafting /Revising:          Personal Narrative(1) Fictional Story(2)          Fictional Narrative(3-4)          Editing/Publishing:          Personal Narrative(1) Fictional Story(2),          Fictional Narrative(3-4)</p>	<p>Story Sentences (1)          Problem-Solution Paragraph (2)          Compare-Contrast Paragraph (2)          Summary (3-4)          Explanation (3-4)          Story Summary (1)          Informational Paragraph (2)          Procedural Composition (3-4)          Prewriting:          Story(1)          Research Report (2-4)</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Verbs: Present, Past Tense (1)          Irregular, Past Tense (2)          Double Negative (3-4)          Verbs: Be (1-2)          Verbs: Misused Objects (3-4)          Sentences:          Imperative (1)          Interrogative (2)          Conjunctions: Coordinating &amp; Subordinating (3-4)          Sentences:          Compound (1-2)          Complex (3-4)</p>	<p>Commas: Series (1),          Dates, Places, Series, Letters (2)          Pronouns, Adverbs: Relative (3-4)          Verb Tense: Future (1)          Nouns: Proper (2)          Precise Words, Phrases (3-4)          Prepositional Phrases (1-4)          Review (1-4)</p>	<p>Pronouns:          Subject(1) Personal (1) Possessive (1)          Indefinite (1)          Reflexive(2) Possessive (2)          Noun-Pronoun Agreement (2)          Verbs:          Irregular(2) Past Tense (2)          Paragraph Structure (3-4)          Transitional Words (3-4)          Dialogue (3-4)</p>
<p>Grades 1-4_Cycle 2 of 4_page 6 of 8</p>			

**2023/2024 (Even Year) CYCLE 2 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/CONCEPT	MOVERS AND SHAKERS / CHANGE																																																																			
QUARTER	QUARTER FOUR-A (FIRST HALF)	QUARTER FOUR-B (SECOND HALF)																																																																		
DATES	Mar. ____ - Apr. ____ (4-5 weeks)	Apr. ____ - May ____ (4-5 weeks)																																																																		
BIBLE	<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.13-Jesus Heals Unit 2.14-Thankfulness	<b>ENCOUNTER BIBLE SERIES, GRADE 2 GOD PROTECTS AND PROVIDES</b>  Unit 2.15-The Bible																																																																		
SCIENCE OR SOCIAL STUDIES	<b>BY DESIGN SCIENCE: PHYSICAL SCIENCE</b>  <b>GRADE 4, CHAPTER 11, LESSONS 1, 2, 3</b>  Magnetism and Electricity	<b>SOCIAL STUDIES: CYCLE 2</b>  <b>2<sup>nd</sup> Grade; IMPACT EXPLORING WHO WE ARE</b>  People Who Make a Difference																																																																		
MATH	<b>BIG IDEAS</b>  1st-Tell Time (Chapter 12) 2nd-Money & Time (Chapter 14) 3rd-Time, Liquid, Volume, and Mass (Chapter 12) 4th-Identify & Draw Lines & Angles (Chapter 13)	<b>BIG IDEAS</b>  1st-Two & Three Dimensional Shapes, Equal Shares (Chapters 13&14) 2nd-Identify & Partition Shapes (Chapters 15) 3rd-Classify Two-Dimensional Shapes (Chapter 13) 4th-Identify Symmetry and Two -Dimension Shapes (Chapter 14)																																																																		
PHYSICAL EDUCATION	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Walk/Jog/Run, Aerobic Games Unit 8: Soccer Unit 9: Softball (2 weeks) Track and Field (2 weeks)	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness Challenges III Unit 10: Football or Racquets and Paddles																																																																		
FINE ARTS: MUSIC & ART	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Marching Music, When We All Get To Heaven, Basics: Review  <b>ARTS ATTACK, GRADE 2</b> COMPOSITION : Featured Artist: Georgia O' Keeffe or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 2</b>	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Music Review, When We All Get To Heaven, Basics: Review  <b>ART ATTACK, GRADE 2</b> MEDIA EXPLORATION: Featured Artist: Native Americans or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 2</b>																																																																		
PATHWAYS THEME BOOKS	<b>Theme #8: YESTERDAY</b>  <b>GRADE 1:</b> <i>The Warrior Maiden</i> <b>GRADE 2:</b> <i>Charlie Horse</i> <b>GRADE 4:</b> <i>The Cabin Faced West</i>	<b>Theme #9: SOCIAL ISSUES AND CUSTOMS</b>  <b>GRADE 1:</b> <i>Cleversticks</i> <b>GRADE 2:</b> <i>Helen Keller</i> <b>GRADE 4:</b> <i>Ten and Twenty</i>																																																																		
<b>LEVELED READERS</b>  <b>Reading A-Z and Other Sources</b>  (F) Fiction (NF) NonFiction	<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)  <table border="0"> <tr> <td><i>How the Mice Beat the Men</i></td> <td>Level H</td> <td>(F)</td> </tr> <tr> <td><i>Coyote and the Star</i></td> <td>Level P</td> <td>(F)</td> </tr> <tr> <td><i>The Case of the Vanishing Anasazi</i></td> <td>Level V</td> <td>(F)</td> </tr> <tr> <td><i>The Haidas</i></td> <td>Level Y</td> <td>(NF)</td> </tr> <tr> <td><i>Pages School Report</i></td> <td>Level U</td> <td>(F)</td> </tr> <tr> <td><i>Ancient Cliff Dwellers</i></td> <td>Level V</td> <td>(NF)</td> </tr> <tr> <td><i>Arrows</i></td> <td>Levels R, U, Y</td> <td>(F)</td> </tr> <tr> <td><i>Harriet Tubman</i></td> <td>Level G</td> <td>(NF)</td> </tr> <tr> <td><i>Running for Freedom</i></td> <td>Level T</td> <td>(F)</td> </tr> <tr> <td><i>Sally's Secret Ambition</i></td> <td>Level T</td> <td>(F)</td> </tr> <tr> <td><i>Code Talkers</i></td> <td>Levels P, S, V</td> <td>(NF)</td> </tr> </table>	<i>How the Mice Beat the Men</i>	Level H	(F)	<i>Coyote and the Star</i>	Level P	(F)	<i>The Case of the Vanishing Anasazi</i>	Level V	(F)	<i>The Haidas</i>	Level Y	(NF)	<i>Pages School Report</i>	Level U	(F)	<i>Ancient Cliff Dwellers</i>	Level V	(NF)	<i>Arrows</i>	Levels R, U, Y	(F)	<i>Harriet Tubman</i>	Level G	(NF)	<i>Running for Freedom</i>	Level T	(F)	<i>Sally's Secret Ambition</i>	Level T	(F)	<i>Code Talkers</i>	Levels P, S, V	(NF)	<b>LEVELED READERS</b> Choose books from Reading A-Z resources that match quarterly focus (See selections below)  <table border="0"> <tr> <td><i>Electric Cars: History and Future</i></td> <td>Level W</td> <td>(NF)</td> </tr> <tr> <td><i>Where We Get Energy</i></td> <td>Level K</td> <td>(NF)</td> </tr> <tr> <td><i>Use Less Energy</i></td> <td>Level F</td> <td>(F)</td> </tr> <tr> <td><i>The Genius of Tesla</i></td> <td>Levels R, U, X</td> <td>(NF)</td> </tr> <tr> <td><i>Edison's Inventions</i></td> <td>Level J</td> <td>(NF)</td> </tr> <tr> <td><i>Thomas Edison</i></td> <td>Levels O, R, U</td> <td>(NF)</td> </tr> <tr> <td><i>Ben Franklin</i></td> <td>Level W</td> <td>(NF)</td> </tr> <tr> <td><i>Battery Power</i></td> <td>Level F</td> <td>(NF)</td> </tr> <tr> <td><i>Electric Cars</i></td> <td>Level W</td> <td>(NF)</td> </tr> <tr> <td><i>The Power of Magnets</i></td> <td>Level L</td> <td>(NF)</td> </tr> <tr> <td><i>Magnetism</i></td> <td>Level P</td> <td>(NF)</td> </tr> </table>	<i>Electric Cars: History and Future</i>	Level W	(NF)	<i>Where We Get Energy</i>	Level K	(NF)	<i>Use Less Energy</i>	Level F	(F)	<i>The Genius of Tesla</i>	Levels R, U, X	(NF)	<i>Edison's Inventions</i>	Level J	(NF)	<i>Thomas Edison</i>	Levels O, R, U	(NF)	<i>Ben Franklin</i>	Level W	(NF)	<i>Battery Power</i>	Level F	(NF)	<i>Electric Cars</i>	Level W	(NF)	<i>The Power of Magnets</i>	Level L	(NF)	<i>Magnetism</i>	Level P	(NF)
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Grades 1-4_Cycle 2 of 4_page 7 of 8																																																																				

<p><b>PATHWAYS WORD STUDY</b></p>	<p><b>Vocabulary:</b>  Define by Category(1)  Attributes (1)  Root Words (2-4)  Endings (2)  Shades of Meaning (1-2)  Similes, Metaphors (3-4)  Greek/Latin Word Parts (3-4)  Review (1-4)</p> <p><b>Spelling:</b>  Syllables (1,4)  Vowel Sound Letter Combinations (1)  Endings (1-2)  Phonogram Patterns (3-4)  Multisyllabic Words (2)  Double Consonants (1-2)  Suffixes with Final e Words (3-4)  Review (1-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>	<p><b>Vocabulary:</b>  Homonyms (1-2)  Prefixes (1-4),  Suffixes (1)  Root Words/ Word Meanings (2)  Greek / Latin Root Words (3-4)  Final Assessments (1-4)</p> <p><b>Spelling:</b>  Open Syllables (1-4)  r- controlled Vowel Sounds (1-4)  Closed Syllables (1-4)  Contractions (1)  Vowel Sound Letter Combinations (1-2)  Phonogram Patterns (3-4)  Final Assessments (1-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>  Recount a Personal Experience (1-4)  Report on a Text (3-4)  Ask &amp; Answer Questions (1-2),  Identify Reasons and Evidence (3-4)  Provide Descriptions (1-2)  Review (1-4)</p> <p><b>Mini-Lessons:</b>  Distinguish Fantasy/Reality, Right/Wrong (1-2)  Connections Between Text &amp; Personal Life Experiences (3-4)  Story Elements: Settings, Major Events (1)  Describe How Characters Respond to Challenges (2)  Describe Character, Story, or Event in Depth (4)  Identify Word or Phrases in Poems (Feelings/Senses) (1)  Describe Rhythm &amp; Meaning in Song (2)  Explain Major Differences Among Drama and Stories (3-4)  Review (1-4)</p> <p><b>Guided Reading:</b>  Use Context to Confirm or Self-Correct Reading (1-2)  Silent Reading Strategies (1-2)  Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)  Self-Monitor Reading Strategies (3-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Appropriate Complexity (1-2)  Read for Pleasure (2),  Read for Personal Growth &amp; Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b>  Ask &amp; Answer Questions (1-2)  Paraphrase (3-4)  Use Visuals (1)  Create Digital Recording (2)  Make a Presentation with Digital Media (3-4)  Participate in Reader's Theatre (1-2)  Final Assessments (1-4)</p> <p><b>Mini-Lessons:</b>  Make Connections with Text &amp; Life Experiences (1-4)  Show Understanding of Main Idea (1)  Retell Stories from Diverse Cultures (2)  Compare/Contrast Literature from Diverse Cultures (3-4)  Sequence Story Events (1-2)  Compare / Contrast Personal Points of View (3-4)  Final Assessments (1-4)</p> <p><b>Guided Reading:</b>  Read Orally with Purpose, Understanding, Accuracy, Appropriate Rate, &amp; Expression (1-2)  Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>  Make Connection Between Text &amp; Personal Life Experiences (1-2)  Choose Text that Reflects the Teachings in God's World (1-2)  Read for Pleasure, Personal Growth, &amp; Spiritual Development (3-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Drafting /Revising:  Story(1)  Research Report (2-4)</p> <p>Editing &amp; Publishing:  Story(1)  Research Report (2-4)</p> <p>Opinion Sentences (1)  Response Poem (2)  Respond to Fiction (3-4)  Opinion Paragraph (2)  Journal Entry (3-4)</p>	<p>Opinion Sentences (1)  Story Response Paragraph (2)  Public Service Announcement (3-4)</p> <p>Prewriting:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)</p> <p>Drafting /Revising:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)</p> <p>Editing &amp; Publishing:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Conjunctions (1),  Adjectives (3-4)  Adverbs:  Modifiers (2)  Comparative, Superlative (3-4)  Sentences: Exclamatory (1)  Abbreviations: Titles, Days, Months (2),  Initials, Acronyms (3-4)  Capitalization: Titles(1),  Formal, Informal English(2-4)  Review (1-4)</p>	<p>Adjectives: Taste, Smell, Sound, Texture (1)  Nouns: Possessive (2)  Capitalization: Specialized (3-4)  Contractions (1-2)  Pronouns (1)  Commas (3-4)  Sentences:  Types (1)  Compound (2)  Fragments/RunOns (3-4)  Final Assessment (1-4)</p>
<p align="center"><b>Grades 1-4_Cycle 2 of 4_page 8 of 8</b></p>		

