## Grade 2 • Unit 1 • Scope and Sequence

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### Genre Study 1: Weeks 1 and 2

**Genre:** Realistic Fiction

**Essential Question:** How are families around the world the same and different?

**Literary Elements:** Beginning, Middle, End

**Differentiated Genre Passages available**

**Anchor Text:** *Make a Delicious Candy* Genre: Realistic Fiction Leveled: 4.0L

**Main Selections**

- Genre: Realistic Fiction  
  - K: *Happy New Year*  
  - Leveled: 4.0L
- Genre: Informational Text
  - L: *Perfect Pavlova*

**Genre Study 2: Weeks 3 and 4**

**Genre:** Fantasy

**Essential Question:** How do friends depend on each other?

**Literary Elements:** Use Illustrations

**Differentiated Genre Passages available**

**Anchor Text:** *The New Kid* Genre: Fantasy Leveled: 5.0L

**Main Selections**

- Genre: Fantasy  
  - A: *Carl and Dog*  
  - Leveled: 2.0L
- Genre: Informational Text
  - L: *Perfect Pavlova*

**Genre Study 3: Week 5**

**Genre:** Expository Informational Text

**Essential Question:** What happens when families work together?

**Text Features:** Charts

**Differentiated Genre Passages available**

**Anchor Text:** *Families Working Together* Genre: Expository Text Leveled: 5.0L

**Main Selections**

- Genre: Informational Text
  - A: *Family Sawmill*  
  - Leveled: 5.0L
- Genre: Fiction
  - L: *A Family Sawmill*

**Genre Study 4: Week 6**

**Genre:** Fantasy

**Essential Question:** How do friends depend on each other?

**Literary Elements:** Use Illustrations

**Differentiated Genre Passages available**

**Anchor Text:** *How do Friends Depend on Each Other?* Genre: Fantasy Leveled: 1.0L

**Main Selections**

- Genre: Informational Text
  - A: *A Family Sawmill*  
  - Leveled: 1.0L
- Genre: Fiction
  - L: *A Family Sawmill*

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### Additional Resources

- **Product:** Poster About Foods from Around the World
- **Studyskill:** Internet Search Using Keywords
  - Blast: "Welcome to Our Home!"
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<td>What can animals in stories teach us?</td>
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<td><strong>Literary Elements:</strong></td>
<td>Story Structure: Beginning, Middle, End</td>
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<td><strong>Differentiated Genre Paragraphs:</strong></td>
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<td><strong>Essential Question:</strong></td>
<td>What do we love about animals?</td>
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<td><strong>Literary Elements:</strong></td>
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**Genre Focus**

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**Words:**
- Describe, delicious, fresh, food, obvious, remarkable, smooth, stores.
- Strategy: Antonyms.
- Strategy: Make, Confirm, Revise Predictions.
- Skill: Character Setting, Plot Problem and Solution.
- Author's Craft: Text Structure: Compare and Contrast.
- **Week 3:**
  - Phrase: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 4:**
  - Phrase: Expository Text.
  - Structure: Expository Text: Compound Words.

**Phrases:**
- **Week 1:**
  - Phrase: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Phrase: Expository Text.
  - Structure: Expository Text: Compound Words.

**Dialogue:**
- **Week 1:**
  - Dialogue: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Dialogue: Expository Text.
  - Structure: Expository Text: Compound Words.

**Inquiry:**
- **Week 1:**
  - Inquirer: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Inquirer: Expository Text.
  - Structure: Expository Text: Compound Words.

**Proofread:**
- **Week 1:**
  - Proofread: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Proofread: Expository Text.
  - Structure: Expository Text: Compound Words.

**Revise:**
- **Week 1:**
  - Revise: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Revise: Expository Text.
  - Structure: Expository Text: Compound Words.

**Publish, Present:**
- **Week 1:**
  - Publish, Present: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Publish, Present: Expository Text.
  - Structure: Expository Text: Compound Words.

**Plan:**
- **Week 1:**
  - Plan: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Plan: Expository Text.
  - Structure: Expository Text: Compound Words.

**Grammar and Mechanics:**
- **Week 1:**
  - Grammar and Mechanics: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Grammar and Mechanics: Expository Text.
  - Structure: Expository Text: Compound Words.

**Write:**
- **Week 1:**
  - Write: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Write: Expository Text.
  - Structure: Expository Text: Compound Words.

**Draft:**
- **Week 1:**
  - Draft: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Draft: Expository Text.
  - Structure: Expository Text: Compound Words.

**Product:**
- **Week 1:**
  - Product: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Product: Expository Text.
  - Structure: Expository Text: Compound Words.

**Study Skill:**
- **Week 1:**
  - Study Skill: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Study Skill: Expository Text.
  - Structure: Expository Text: Compound Words.

**Identify and Generate:**
- **Week 1:**
  - Identify and Generate: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Identify and Generate: Expository Text.
  - Structure: Expository Text: Compound Words.

**Respond to Reading:**
- **Week 1:**
  - Respond to Reading: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Respond to Reading: Expository Text.
  - Structure: Expository Text: Compound Words.

**Listening:**
- **Week 1:**
  - Listening: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Listening: Expository Text.
  - Structure: Expository Text: Compound Words.

**Editing:**
- **Week 1:**
  - Editing: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Editing: Expository Text.
  - Structure: Expository Text: Compound Words.

**Dictionary:**
- **Week 1:**
  - Dictionary: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Dictionary: Expository Text.
  - Structure: Expository Text: Compound Words.

**Conventions:**
- **Week 1:**
  - Conventions: Expository Text.
  - Structure: Expository Text: Compound Words.
  - **Week 2:**
  - Conventions: Expository Text.
  - Structure: Expository Text: Compound Words.

**Week 6:**
- Review, Extend Learning, and Assess.

**Weekend:**
- Weekend: Expository Text.
- Structure: Expository Text: Compound Words.
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### Grade Study 1: Weeks 1 and 2
**Genre:** Narrative Nonfiction
**Ways People Help**
**Essential Question:** How can people help out their community?
**Text Features:** Photos and Captions
**Differentiated Genre Passages available**

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<tr>
<td>&quot;Lighting Lives&quot; Genre: Informational Text Leveled: 650L</td>
<td>&quot;Color Your Community&quot; Genre: Nonfiction Narrative</td>
<td>&quot;Reading On Your Feet&quot; Genre: Personal Narrative Leveled: 570L</td>
<td><strong>Main Selections</strong></td>
<td><strong>Genre:</strong> Narrative Nonfiction</td>
<td><strong>Author:</strong> Carole Marsh</td>
<td><strong>Lexile:</strong> 640L</td>
<td><strong>Skills:</strong> Main Idea and Key Details</td>
<td><strong>Authors:</strong> Features: Diagrams</td>
<td><strong>Fluency:</strong> <strong>Reading to Learn</strong></td>
<td><strong>Writing and Grammar:</strong> <strong>Handwriting:</strong> Proposal Writing</td>
</tr>
</tbody>
</table>

### Grade Study 2: Weeks 3 and 4
**Genre:** Fiction
**Look at the Sky**
**Essential Question:** What can we see in the sky?
**Literary Elements:** Point of View (third person)
**Differentiated Genre Passages available**

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<tr>
<td>&quot;Starry Night&quot; Genre: Fiction Leveled: 540L</td>
<td>&quot;The Hidden Sun&quot; Genre: Fiction Leveled: 500L</td>
<td>&quot;Day to Night&quot; Genre: Expository Text Leveled: 520L</td>
<td><strong>Main Selections</strong></td>
<td><strong>Genre:</strong> Fiction</td>
<td><strong>Author:</strong> Roald Dahl</td>
<td><strong>Lexile:</strong> 550L</td>
<td><strong>Skills:</strong> Synonyms</td>
<td><strong>Authors:</strong> Features: Exponential Growth</td>
<td><strong>Fluency:</strong> <strong>Reading to Learn</strong></td>
<td><strong>Writing and Grammar:</strong> <strong>Handwriting:</strong> Letter Writing</td>
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### Grade Study 3: Week 5
**Genre:** Expository
**Informational Text**
**Express Yourself**
**Essential Question:** How do you express yourself?
**Text Features:** Bar Graph
**Differentiated Genre Passages available**

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<td>&quot;They've Got the Beat!&quot; Genre: Expository Text Leveled: 620L</td>
<td>&quot;Why People Drum&quot; Genre: Expository Text Leveled: 650L</td>
<td>&quot;A Musical Museum&quot; Genre: Expository Text Leveled: 640L</td>
<td><strong>Main Selections</strong></td>
<td><strong>Genre:</strong> Informational Text</td>
<td><strong>Author:</strong> Joseph Bruchac</td>
<td><strong>Lexile:</strong> 640L</td>
<td><strong>Skills:</strong> Strategy: Prefixes</td>
<td><strong>Authors:</strong> Features: Diagrams</td>
<td><strong>Fluency:</strong> <strong>Reading to Learn</strong></td>
<td><strong>Writing and Grammar:</strong> <strong>Handwriting:</strong> Review lower case letters</td>
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**Week 6 Review, Extend Learning, and Assess**

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**Product:** History Picture Book
**Study Skill:** Primary and Secondary Sources
**Blat:** "Making Us Lives Better Together"
### Grade 2 • Unit 4 • Scope and Sequence

#### Genre Focus

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<th>Essential Question: How do kids around the world differ?</th>
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<th>Grade Study 2: Weeks 3 and 4</th>
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<td>Text Features: Subheads and Bold Print</td>
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<th>Genre: Poetry  Poems About Nature</th>
<th>Essential Question: What excites us about nature?</th>
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<td>Literary Elements: Free Verse, Repetition</td>
<td>Differentiated Genre Passages available</td>
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#### Read Aloud

| Genre Study 1: Weeks 1 and 2 | "Happy New Year!"  My New School  Genre: Realistic Fiction |
| Genre Study 2: Weeks 3 and 4 | "Into the Sea"  Genre: Expository Text |

#### Shared Read

| Genre Study 1: Weeks 1 and 2 | Anchor Text  
| Genre Study 2: Weeks 3 and 4 | Anchor Text  
| Genre Study 3: Week 5 | Anchor Text  

#### Literature Anthology

| Genre Study 1: Weeks 1 and 2 | "Happy New Year!"  My New School  Genre: Realistic Fiction  | Leveled Readers: 5B0L |
| Genre Study 2: Weeks 3 and 4 | "Into the Sea"  Genre: Expository Text  | Leveled Readers: 5B0L |

#### Leveled Readers

| Genre Study 1: Weeks 1 and 2 | Anchor Text  
| Genre Study 2: Weeks 3 and 4 | Anchor Text  
| Genre Study 3: Week 5 | Anchor Text  

#### Vocabulary

| Genre Study 1: Weeks 1 and 2 | Words: common, costume, customs, flavor, variety, surrounded, travels, wonder  |
| Genre Study 2: Weeks 3 and 4 | Words: active, Earth, landscape, island, island properties,iland, island  |
| Genre Study 3: Week 5 | Words: ships, exile, isolation, pole  |

#### Comprehension

| Genre Study 1: Weeks 1 and 2 | Strategy: Visualize  |
| Genre Study 2: Weeks 3 and 4 | Strategy: Visualize  |
| Genre Study 3: Week 5 | Strategy: Visualize  |

#### Word Work

| Genre Study 1: Weeks 1 and 2 | Week 1  
| Genre Study 2: Weeks 3 and 4 | Week 2  
| Genre Study 3: Week 5 | Week 5  

#### Fluency

| Genre Study 1: Weeks 1 and 2 | Week 1: Intonation  |
| Genre Study 2: Weeks 3 and 4 | Week 2: Expression  |
| Genre Study 3: Week 5 | Week 3: Prosing  |

#### Writing and Grammar

| Genre Study 1: Weeks 1 and 2 | Respond to Reading  
| Genre Study 2: Weeks 3 and 4 | Respond to Reading  |
| Genre Study 3: Week 5 | Respond to Reading  |

#### Research and Inquiry

| Genre Study 1: Weeks 1 and 2 | Product: Celebrations Chart  |
| Genre Study 2: Weeks 3 and 4 | Product: Owning of Earth Changes  |
| Genre Study 3: Week 5 | Product: Water Cycle Diagram  |

| Genre Study 1: Weeks 1 and 2 | Study Skill: Primary and Secondary Sources  |
| Genre Study 2: Weeks 3 and 4 | Study Skill: Sequence Information  |
| Genre Study 3: Week 5 | Study Skill: Develop and Follow a Research Plan  |

#### Week 6: Review, Extend Learning, and Assess

- Review, Extend Learning, and Assess
## Grade 2 • Unit 5 • Scope and Sequence

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<th>Word Work</th>
<th>Fluency</th>
<th>Writing and Grammar</th>
<th>Research and Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre Study 1: Weeks 1 and 2</strong></td>
<td><strong>Genre: Biography</strong></td>
<td><strong>Our Heroes</strong></td>
<td>Essential Question: What do heroes do?</td>
<td><strong>Text Features:</strong> Boldprint and Timeline</td>
<td><strong>Differentiated Genre Passages Available</strong></td>
<td><strong>Interactive Read-Along:</strong> “A Hero On and Off Skin”</td>
<td><strong>Genre:</strong> Biography</td>
<td><strong>Levelled Readers:</strong> 50L</td>
<td><strong>Vocabulary:</strong> Words: agree, disagree, discover, historic, interest, perfect, study, succeed</td>
<td><strong>Strategy:</strong> Synonyms</td>
</tr>
</tbody>
</table>

| **Genre Study 2: Weeks 3 and 4** | **Genre: Realistic Fiction** | **Being a Good Citizen** | Essential Question: What do good citizens do? | **Literary Elements:** Story Structure: First Person | **Differentiated Genre Passages Available** | **Interactive Read-Along:** “A Colorful Problem” | **Genre:** Realistic Fiction | **Levelled Readers:** 53L | **Vocabulary:** Words: champion, determined, issues, promote, responsibility, rights, volunteer, votes | **Strategy:** Summarize | **Week 3:** | **Response to Writing:** | **Product:** Make a Paragraph About What Good Leaders Do | **Strategy Skill:** Ask and Answer Questions | **Blust:** “I Can Be a Good Citizen, Too!” |

| **Genre Study 3: Week 5** | **Genre: Persuasive Text** | **Rules and Rights** | Essential Question: Why are rules important? | **Text Features:** Chart | **Differentiated Genre Passages Available** | **Interactive Read-Along:** “Traverse Need Rules!” | **Genre:** Persuasive Text | **Levelled Readers:** 57L | **Vocabulary:** Words: accustomed, daily, form, historic, public, rule, united, workers | **Strategy:** Multiple-Meaning Words | **Week 5:** | **Response to Writing:** | **Product:** Make a Recycling Chart | **Strategy Skill:** Find and Gather Sources | **Blust:** “Rules of Respect at School” |

| **Week 6** | **Review, Extend, Learning, and Assess** | | | | | | | | | | | | | | | |
**Grade 2 • Unit 6 • Scope and Sequence**

<table>
<thead>
<tr>
<th>Genre Focus</th>
<th>Read Aloud</th>
<th>Shared Read</th>
<th>Literature Anthology</th>
<th>Leveled Readers</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Word Work</th>
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<th>Writing and Grammar</th>
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</tr>
</thead>
</table>

**Genre Study 1: Weeks 1 and 2**

**Genre:** Expository Text

**Money Matters**

**Essential Question:** How do we use money?

**Text Features:** Subheadings and Graphs

**Differentiated Genre Passages available**

<table>
<thead>
<tr>
<th>Interactive Read Aloud</th>
<th>Anchor Text Money-Mathness</th>
<th>Main Selections</th>
<th>Strategy</th>
<th>Author's Craft: Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact about “Keep the Change!”</td>
<td>Money-Mathness</td>
<td>Expository Text</td>
<td>Strategies</td>
<td>Word Choice</td>
</tr>
<tr>
<td>Genre: Expository Text</td>
<td>Lexile: 700</td>
<td>How to Be a Smart Shopper</td>
<td>Strategy: Paragraph Chain</td>
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</tr>
<tr>
<td>Passaged Selection</td>
<td>“King Midas and the Golden Touch”</td>
<td>Lexile: 500</td>
<td>Strategy: Graphs</td>
<td></td>
</tr>
<tr>
<td>Genre: Myth</td>
<td>Strategy:</td>
<td>How to Be a Smart Shopper</td>
<td>Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

**Genre Study 2: Weeks 3 and 4**

**Genre:** Drama/Myth

**Plant Myths and Facts**

**Essential Question:** What do myths help us understand?

**Literary Elements:** Elements of a Play

**Differentiated Genre Passages available**

<table>
<thead>
<tr>
<th>Interactive Read Aloud</th>
<th>Anchor Text The Quest for Powers</th>
<th>Main Selections</th>
<th>Strategy</th>
<th>Author’s Craft: Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact about “The Stony Aster’s”</td>
<td>The Quest for Powers</td>
<td>Drama/Myth</td>
<td>Strategy:</td>
<td>Instructions</td>
</tr>
<tr>
<td>Genre: Myth</td>
<td>Lexile: 600</td>
<td>the Apples of Idun</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Passaged Selection</td>
<td>“A Pumpkin Pail”</td>
<td>Lexile: 250</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Genre: Expository Text</td>
<td>Strategy:</td>
<td>Hercules and the Golden Apple</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Lexile: 550</td>
<td>Strategy:</td>
<td>Demeter and Persephone</td>
<td>Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

**Genre Study 3: Week 5**

**Genre:** Poetry

**The World of Ideas**

**Essential Question:** Where can your imagination take you?

**Text Features:** Stanza

**Differentiated Genre Passages available**

<table>
<thead>
<tr>
<th>Interactive Read Aloud</th>
<th>Anchor Text What Story is This?</th>
<th>Main Selections</th>
<th>Strategy</th>
<th>Author’s Craft: Rhythm and Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact about “Give Me a Brown Box”</td>
<td>What Story is This?</td>
<td>Fiction</td>
<td>Strategy:</td>
<td>Rhythm and Rhyme</td>
</tr>
<tr>
<td>Genre: Poetry</td>
<td>Lexile: 600</td>
<td>A Myth</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Passaged Selection</td>
<td>“The Box of Crayons”</td>
<td>Lexile: 650</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>“What Story is This?”</td>
<td>Lexile: 400</td>
<td>A Memory</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>“The Ticket”</td>
<td>Lexile: 500</td>
<td>A Pattern</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Genre: Poetry</td>
<td>Lexile: 700</td>
<td>A Passover Day</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>“The Box of Crayons”</td>
<td>Lexile: 100</td>
<td>A Day in Ancient Rome</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>Genre: Poetry</td>
<td>Lexile: 450</td>
<td>The Golden Fleece</td>
<td>Strategy:</td>
<td></td>
</tr>
<tr>
<td>“The Box of Crayons”</td>
<td>Lexile: 500</td>
<td>The Golden Fleece</td>
<td>Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

**Week 6**

**Review, Extend Learning, and Assess**

**Writing Process**

Response to Reading 
Writing Process 
Research Report 
Expert Model 
Research Report 
Plan: Generate Questions for Research 
Draft: Paraphrase 
Grammar and Mechanics 
Week 1: Adjectives, including articles; Abbreviations 
Week 2: Articles and this, these, and those; Commas in Dates

**Research and Inquiry**

Product: Create a Flow Chart 
Study Skills: Visual Materials 
Text: “Making Dollars and Cents”

**Genre Study 2 Diagrams**

**Genre Study 3 Diagrams**

“Plants and Flowers That Grow in Myths”

**Writing Process**

Plan: Generate Questions for Research 
Draft: Paraphrase 
Grammar and Mechanics 
Week 5: Adverbs (including adverbs that convey time and adverbs that convey place); Nouns and Title

**Research and Inquiry**

Product: Create a Diagram of a Plot 
Study Skills: Diagrams 
Text: “Plants and Flowers That Grow in Myths”

**Writing Process**

Plan: Generate Questions for Research 
Draft: Paraphrase 
Grammar and Mechanics 
Week 5: Adverbs (including adverbs that convey time and adverbs that convey place); Nouns and Title

**Research and Inquiry**

Product: Create an Oral Report 
Study Skills: Present Information 
Text: “Set Your Imagination Free!”