

Second Grade ELA Sequencing Document		
Unit 1 Week 1 – The Twin Club		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 20j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>investigate, rural, urban</i> <p>Phonemic Awareness p. 22-23</p> <ul style="list-style-type: none"> Distinguish Medial Phonemes <p>Phonics/Spelling p.23a</p> <ul style="list-style-type: none"> Short Vowels and Consonants READ Decodable Reader 1A Reread for Fluency Spelling Pretest ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 26a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>downy</i> <p>Phonics/Spelling p.26c</p> <ul style="list-style-type: none"> Short Vowels and Consonants Review: Syllable Patterns VC/CV and VCC/V Spelling: Short Vowels and Consonants 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 44a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>perch</i> <p>Phonics/Spelling p.44c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Blend and Read Spelling: Dictation
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 25</p> <ul style="list-style-type: none"> <i>beautiful, country, friend, front, someone, somewhere</i> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Character and Setting 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 26e</p> <ul style="list-style-type: none"> <i>beautiful, country, friend, front, someone, somewhere</i> <p>✓ Monitor Progress: Check High-Frequency Words</p> <p>Selection Vocabulary p. 26f</p> <ul style="list-style-type: none"> <i>cousins, meadow, parents, promise</i> Strategy: Alphabetize <p>Text Based Comprehension p. 26g</p> <ul style="list-style-type: none"> READ <i>The Twin Club</i>- 1st Read <p>Literary Text p. 43b</p> <ul style="list-style-type: none"> Plot 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 44f</p> <ul style="list-style-type: none"> Appropriate Rate <p>High-Frequency Words and Selection Words p. 44g</p> <ul style="list-style-type: none"> High –Frequency Words: <i>beautiful, country, friend, front, someone, somewhere</i> Selection Words: <i>cousins, meadow, parents, promise</i> <p>Text Based Comprehension p. 44h</p> <ul style="list-style-type: none"> READ <i>The Twin Club</i>- 2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.25c</p> <ul style="list-style-type: none"> Sentences <p>Writing p.25d</p> <ul style="list-style-type: none"> Personal Narrative <p>Research and Inquiry p.25f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.43c</p> <ul style="list-style-type: none"> Sentences <p>Writing p.43d</p> <ul style="list-style-type: none"> Personal Narrative <p>Handwriting p. 43f</p> <ul style="list-style-type: none"> Letters <i>Aa, Dd, and Oo</i> Letter Size <p>Research and Inquiry p.43g</p> <ul style="list-style-type: none"> Media Center/Library 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.45b</p> <ul style="list-style-type: none"> Sentences <p>Writing p.46-47</p> <ul style="list-style-type: none"> Personal Narrative <p>Research and Inquiry p.47b</p> <ul style="list-style-type: none"> Gather and Record Information
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, G, J, K CC.1.4.2.M, N, O, P, Q, T, U, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document		
Unit 1 Week 1 – The Twin Club		
Day 4		Day 5
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>
Content Knowledge p. 48a <ul style="list-style-type: none"> Oral Vocabulary: <i>founders, muttered, unanimous</i> Phonics/Spelling p.48c <ul style="list-style-type: none"> Review: Syllable Patterns and VC/CV and VCC/V Spiral Review: Fluent Word Reading READ Decodable Reader 1C Spelling: Practice Short Vowels and Consonants 		Content Knowledge p. 50a <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary Phonics/Spelling p.50c <ul style="list-style-type: none"> Review: Short Vowels and Consonants Spelling Test
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>
Poetry in Reading p. 48h <ul style="list-style-type: none"> READ “The 1st Day of School,” “The 179th Day of School”—Paired Selection Fluency p. 49b <ul style="list-style-type: none"> Appropriate Rate ✓ Monitor Progress: Fluency Check 		Vocabulary p. 50-51 Fluency p. 51a Listening and Speaking p. 51a Text-Based Comprehension p.51b <ul style="list-style-type: none"> Review: Character and Setting Vocabulary p. 51b <ul style="list-style-type: none"> Review: High-Frequency and Selection Words Genre p. 51c <ul style="list-style-type: none"> Review: Poetry Assessment p. 51d <ul style="list-style-type: none"> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17		<u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17
<u>Language Arts</u>		<u>Language Arts</u>
Conventions p.49c <ul style="list-style-type: none"> Sentences Writing p.49d <ul style="list-style-type: none"> Personal Narrative Listening and Speaking p. 49f <ul style="list-style-type: none"> Why We Speak and Why We Listen Research and Inquiry pg. 49g <ul style="list-style-type: none"> Synthesize 		Conventions p.51g <ul style="list-style-type: none"> Review: Sentences Writing p.51h <ul style="list-style-type: none"> Personal Narrative Research and Inquiry p. 51j <ul style="list-style-type: none"> Communicate Wrap Up Your Week! p.51k
<u>Standards</u>		<u>Standards</u>
CC.1.1.2.D, E CC.1.3.2.H, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C		CC.1.1.2.D, E, J CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, F
<u>Art Standards</u>	9.2.3A 9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G
9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J		

Second Grade ELA Sequencing Document		
Unit 1 Week 2– Exploring Space with an Astronaut		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 52j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>ascend, descend, orbit</i> <p>Phonemic Awareness p. 54-55</p> <ul style="list-style-type: none"> Distinguish Medial Phonemes <p>Phonics/Spelling p.55a</p> <ul style="list-style-type: none"> Long Vowels VCe READ Decodable Reader 2A Reread for Fluency Spelling Pretest ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 58a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>universe</i> <p>Phonics/Spelling p.58c</p> <ul style="list-style-type: none"> Long Vowels VCe Review: Short Vowels Spelling: Long Vowels VCe 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 72a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>enormous, journey</i> <p>Phonics/Spelling p.72c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Blend and Read Spelling: Dictation
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 57</p> <ul style="list-style-type: none"> <i>everywhere, live, machines, move, woman, work, world</i> <p>Text-Based Comprehension p.57a</p> <ul style="list-style-type: none"> Main Idea and Details 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 58e</p> <ul style="list-style-type: none"> <i>everywhere, live, machines, move, woman, work, world</i> ✓ Monitor Progress: Check High-Frequency Words <p>Selection Vocabulary p. 58f</p> <ul style="list-style-type: none"> <i>astronaut, experiment, gravity, shuttle, telescope</i> Strategy: Position Words <p>Text Based Comprehension p. 58g</p> <ul style="list-style-type: none"> READ <i>Exploring Space with an Astronaut</i>- 1st Read <p>Informational Text p.71b</p> <ul style="list-style-type: none"> Features of Expository Text 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 72f</p> <ul style="list-style-type: none"> Accuracy <p>High-Frequency Words and Selection Words p. 72g</p> <ul style="list-style-type: none"> High –Frequency Words: <i>everywhere, live, machines, move, woman, work, world</i> Selection Words: <i>astronaut, experiment, gravity, shuttle, telescope</i> <p>Text Based Comprehension p. 72h</p> <ul style="list-style-type: none"> READ <i>Exploring Space with an Astronaut</i>- 2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.57c</p> <ul style="list-style-type: none"> Subjects <p>Writing p.57d</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Research and Inquiry p.57f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.71c</p> <ul style="list-style-type: none"> Subjects <p>Writing p.71d</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Handwriting p. 71f</p> <ul style="list-style-type: none"> Letters <i>Gg</i>, and <i>Cc</i> Letter Form <p>Research and Inquiry p.71g</p> <ul style="list-style-type: none"> Reference Sources 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.73b</p> <ul style="list-style-type: none"> Subjects <p>Writing p.74-75</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Research and Inquiry p.75b</p> <ul style="list-style-type: none"> Gather and Record Information
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, B, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, E, J, K CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, E, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>

Unit 1 Week 2– Exploring Space with an Astronaut

Day 4		Day 5	
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>	
<p>Content Knowledge p. 76a</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>launch, meteorite</i> <p>Phonics/Spelling p.76c</p> <ul style="list-style-type: none"> • Review: Short Vowels and Consonants • Spiral Review: Fluent Word Reading • READ Decodable Reader 2C • Spelling: Practice Long Vowels VCe 		<p>Content Knowledge p. 80a</p> <ul style="list-style-type: none"> • Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.80c</p> <ul style="list-style-type: none"> • Review: Long Vowels VCe • Spelling Test 	
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>	
<p>Science in Reading p. 76h</p> <ul style="list-style-type: none"> • READ “A Trip to Space Camp”—Paired Selection <p>Fluency p. 79a</p> <ul style="list-style-type: none"> • Accuracy ✓ Monitor Progress: Fluency Check 		<p>Vocabulary p. 80-81</p> <p>Fluency p. 81a</p> <p>Listening and Speaking p. 81a</p> <p>Text-Based Comprehension p.81b</p> <ul style="list-style-type: none"> • Review: Main Idea and Details <p>Vocabulary p. 81b</p> <ul style="list-style-type: none"> • Review: High-Frequency and Selection Words <p>Genre p. 81c</p> <ul style="list-style-type: none"> • Review: Text Features <p>Assessment p. 81d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension	
<u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34		<u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34	
<u>Language Arts</u>		<u>Language Arts</u>	
<p>Conventions p.79b</p> <ul style="list-style-type: none"> • Subjects <p>Writing p.79c</p> <ul style="list-style-type: none"> • Expository Nonfiction <p>Listening and Speaking p. 79e</p> <ul style="list-style-type: none"> • Be a Good Speaker and Listener <p>Research and Inquiry p. 79f</p> <ul style="list-style-type: none"> • Synthesize 		<p>Conventions p.81g</p> <ul style="list-style-type: none"> • Review: Subjects <p>Writing p.81h</p> <ul style="list-style-type: none"> • Expository Nonfiction <p>Research and Inquiry p. 81j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p.81k</p>	
<u>Standards</u>		<u>Standards</u>	
<p>CC.1.1.2.D, E CC.1.2.2.I, L CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, D, E, G</p>		<p>CC.1.1.2.D, E CC.1.2.2.A, J CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, F</p>	
<u>Art Standards</u>		9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G

Second Grade ELA Sequencing Document

Unit 1 Week 3– Henry and Mudge and The Starry Night

Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 82j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>galaxy, tranquil, wildlife</i> <p>Phonemic Awareness p. 84-85</p> <ul style="list-style-type: none"> Blend and Segment Phonemes <p>Phonics/Spelling p.85a</p> <ul style="list-style-type: none"> Consonant Blends READ Decodable Reader 3A Reread for Fluency Spelling Pretest ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 88a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>fledglings</i> <p>Phonics/Spelling p.88c</p> <ul style="list-style-type: none"> Consonant Blends Review: Long Vowels VCe Spelling: Consonant Blends 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 104a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>secure</i> <p>Phonics/Spelling p.104c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Blend and Read Spelling: Dictation
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 87</p> <ul style="list-style-type: none"> <i>bear, build, couldn't, father, love, mother, straight</i> <p>Text-Based Comprehension p.87a</p> <ul style="list-style-type: none"> Character and Setting 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 88e</p> <ul style="list-style-type: none"> <i>bear, build, couldn't, father, love, mother, straight</i> <p>✓ Monitor Progress: Check High-Frequency Words</p> <p>Selection Vocabulary p. 88f</p> <ul style="list-style-type: none"> <i>drooled, lanterns, shivered, snuggled</i> Strategy: Synonyms <p>Text Based Comprehension p. 88g</p> <ul style="list-style-type: none"> READ <i>Henry and Mudge</i>- 1st Read <p>Literary Text p. 103a</p> <ul style="list-style-type: none"> Plot, Setting, Character 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 104f</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate <p>High-Frequency Words and Selection Words p. 104g</p> <ul style="list-style-type: none"> High –Frequency Words: <i>bear, build, couldn't, father, love, mother, straight</i> Selection Words: <i>drooled, lanterns, shivered, snuggled</i> <p>Text Based Comprehension p. 104h</p> <ul style="list-style-type: none"> READ <i>Henry and Mudge</i> 2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.87c</p> <ul style="list-style-type: none"> Predicates <p>Writing p.87d</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p.87f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.103b</p> <ul style="list-style-type: none"> Predicates <p>Writing p.103c</p> <ul style="list-style-type: none"> Realistic Fiction <p>Handwriting p. 103e</p> <ul style="list-style-type: none"> Letters <i>Ee</i> and <i>Ss</i>/Letter Slant <p>Research and Inquiry p.103f</p> <ul style="list-style-type: none"> Personal Sources 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.105b</p> <ul style="list-style-type: none"> Predicates <p>Writing p.106-107</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p.107b</p> <ul style="list-style-type: none"> Gather and Record Information
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.3.2.K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, B, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document		
Unit 1 Week 3- Henry and Mudge and The Starry Night		
Day 4		Day 5
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>
<p>Content Knowledge p. 108a</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>detective, fascinating, slimy</i> <p>Phonics/Spelling p.108c</p> <ul style="list-style-type: none"> • Review: Long Vowels VCe • Spiral Review: Fluent Word Reading • READ Decodable Reader 3C • Spelling: Practice Consonant Blends 		<p>Content Knowledge p. 112a</p> <ul style="list-style-type: none"> • Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.112c</p> <ul style="list-style-type: none"> • Review: Consonant Blends • Spelling Test
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>
<p>Science in Reading p. 108h</p> <ul style="list-style-type: none"> • READ "How to Make a S'More"—Paired Selection <p>Fluency p. 111a</p> <ul style="list-style-type: none"> • Accuracy and Appropriate Rate ✓ Monitor Progress: Fluency Check 		<p>Vocabulary p. 112-113</p> <p>Media Literacy p. 113a</p> <p>Fluency p. 113a</p> <p>Text-Based Comprehension p.113b</p> <ul style="list-style-type: none"> • Review: Character and Setting <p>Vocabulary p. 113b</p> <ul style="list-style-type: none"> • Review: High-Frequency and Selection Words <p>Genre p. 113c</p> <ul style="list-style-type: none"> • Review: Procedural Texts <p>Assessment p. 113d</p> <ul style="list-style-type: none"> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51		<u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51
<u>Language Arts</u>		<u>Language Arts</u>
<p>Conventions p.111b</p> <ul style="list-style-type: none"> • Predicates <p>Writing p.111c</p> <ul style="list-style-type: none"> • Realistic Fiction <p>Listening and Speaking p. 111e</p> <ul style="list-style-type: none"> • Purposes of Media <p>Research and Inquiry p. 111f</p> <ul style="list-style-type: none"> • Synthesize 		<p>Conventions p.113g</p> <ul style="list-style-type: none"> • Review: Predicates <p>Writing p.113h</p> <ul style="list-style-type: none"> • Realistic Fiction <p>Research and Inquiry p. 113j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p.113k</p>
<u>Standards</u>		<u>Standards</u>
<p>CC.1.1.2.D, E CC.1.3.2.H, K CC.1.4.2.M, N, O, P, Q, T, U, V, W, X CC.1.5.2.A, C, D, E, G</p>		<p>CC.1.1.2.D, E CC.1.3.2.J CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, F</p>
<u>Art Standards</u>	<p>9.2.3D 9.2.3E 9.2.3F 9.2.3G</p>	<p>9.3.3F 9.3.3G</p>

Second Grade ELA Sequencing Document		
Unit 1 Week 4– A Walk in the Desert		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 114j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>arid, landform, precipitation</i> <p>Phonemic Awareness p. 116-117</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p.117a</p> <ul style="list-style-type: none"> Inflected Endings READ Decodable Reader 4A Reread for Fluency Spelling Pretest ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 120a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>dunes, ledge</i> <p>Phonics/Spelling p.120c</p> <ul style="list-style-type: none"> Inflected Endings Review: Consonant Blends Spelling: Inflected Endings 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 140a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>haven</i> <p>Phonics/Spelling p.140c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Blend and Read Spelling: Dictation
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 119</p> <ul style="list-style-type: none"> <i>animals, early, eyes, full, warm, water</i> <p>Text-Based Comprehension p.119a</p> <ul style="list-style-type: none"> Main Idea and Details 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 120e</p> <ul style="list-style-type: none"> <i>animals, early, eyes, full, warm, water</i> <p>✓ Monitor Progress: Check High-Frequency Words</p> <p>Selection Vocabulary p. 120f</p> <ul style="list-style-type: none"> <i>cactus, climate, coyote, desert, harsh</i> Strategy: Alphabetize <p>Text Based Comprehension p. 120h</p> <ul style="list-style-type: none"> READ <i>A Walk in the Desert</i>- 1st Read <p>Informational Text p.139a</p> <ul style="list-style-type: none"> Speaker/Narrator 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 140f</p> <ul style="list-style-type: none"> Appropriate Phrasing <p>High-Frequency Words and Selection Words p. 140g</p> <ul style="list-style-type: none"> High –Frequency Words: <i>animals, early, eyes, full, warm, water</i> Selection Words: <i>cactus, climate, coyote, desert, harsh</i> <p>Text Based Comprehension p. 140h</p> <ul style="list-style-type: none"> READ <i>A Walk in the Desert</i> 2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.119c</p> <ul style="list-style-type: none"> Declarative and Interrogative Sentences <p>Writing p.119d</p> <ul style="list-style-type: none"> Brief Report <p>Research and Inquiry p.119f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.139b</p> <ul style="list-style-type: none"> Declarative and Interrogative Sentences <p>Writing p.139c</p> <ul style="list-style-type: none"> Brief Report <p>Handwriting p. 139e</p> <ul style="list-style-type: none"> Letters <i>Ff, Bb</i> and <i>Ll</i> Letter Spacing <p>Research and Inquiry p.139f</p> <ul style="list-style-type: none"> Parts of a Book 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.141b</p> <ul style="list-style-type: none"> Declarative and Interrogative Sentences <p>Writing p. 142-143</p> <ul style="list-style-type: none"> Brief Report <p>Research and Inquiry p.143b</p> <ul style="list-style-type: none"> Gather and Record Information
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, B, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, J, K CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, J, K CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document		
Unit 1 Week 4- A Walk in the Desert		
Day 4		Day 5
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>
Content Knowledge p. 144a <ul style="list-style-type: none"> Oral Vocabulary: <i>extinct, forbidding</i> Phonics/Spelling p.144c <ul style="list-style-type: none"> Review: Consonant Blends Spiral Review: Fluent Word Reading READ Decodable Reader 4C Spelling: Inflected Endings 		Content Knowledge p. 148a <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary Phonics/Spelling p.148c <ul style="list-style-type: none"> Review: Inflected Endings Spelling Test
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>
21st Century Skills p. 144h <ul style="list-style-type: none"> Web Sites READ "Rain Forests"—Paired Selection Fluency p. 147a <ul style="list-style-type: none"> Appropriate Phrasing ✓ Monitor Progress: Fluency Check 		Vocabulary p. 148-149 Media Literacy p. 149a Fluency p. 149a Text-Based Comprehension p.149b <ul style="list-style-type: none"> Review: Main Idea and Details Vocabulary p. 149b <ul style="list-style-type: none"> Review: High-Frequency and Selection Words Genre p. 149c <ul style="list-style-type: none"> Review: Expository Text Assessment p. 149d <ul style="list-style-type: none"> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68		<u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68
<u>Language Arts</u>		<u>Language Arts</u>
Conventions p.147b <ul style="list-style-type: none"> Declarative and Interrogative Sentences Writing p.147c <ul style="list-style-type: none"> Brief Report Listening and Speaking p. 147e <ul style="list-style-type: none"> Narrate a Story in Sequence Research and Inquiry p. 147f <ul style="list-style-type: none"> Synthesize 		Conventions p.149g <ul style="list-style-type: none"> Review: Declarative and Interrogative Sentences Writing p.149h <ul style="list-style-type: none"> Brief Report Research and Inquiry p. 149j <ul style="list-style-type: none"> Communicate Wrap Up Your Week! p.149k
<u>Standards</u>		<u>Standards</u>
CC.1.1.2.D, E CC.1.2.2.I, L CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, C, D, E, G		CC.1.1.2.D, E CC.1.2.2.A, J CC.1.4.2.A, B, C, D, E, F, T, V, W, X CC.1.5.2.A, C, F
<u>Art Standards</u>	9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G
9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J		

Second Grade ELA Sequencing Document		
Unit 1 Week 5– The Strongest One		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 150j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>delicate, inquire, sturdy</i> <p>Phonemic Awareness p. 152-153</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p.153a</p> <ul style="list-style-type: none"> Consonant Digraphs READ Decodable Reader 5A Reread for Fluency Spelling Pretest ✓ Monitor Progress: Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 156a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>exhibit, resist</i> <p>Phonics/Spelling p.156c</p> <ul style="list-style-type: none"> Consonant Digraphs Review: Inflected Endings Spelling: Consonant Digraphs 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 174a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>stun</i> <p>Phonics/Spelling p.174c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Blend and Read Spelling: Dictation
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 155</p> <ul style="list-style-type: none"> <i>gone, learn, often, pieces, though, together, very</i> <p>Text-Based Comprehension p.155a</p> <ul style="list-style-type: none"> Facts and Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 156e</p> <ul style="list-style-type: none"> <i>gone, learn, often, pieces, though, together, very</i> ✓ Monitor Progress: Check High-Frequency Words <p>Selection Vocabulary p. 156f</p> <ul style="list-style-type: none"> <i>dangerous, gnaws, narrator, relatives</i> Strategy: Synonyms <p>Text Based Comprehension p. 156g</p> <ul style="list-style-type: none"> READ <i>The Strongest One</i>- 1st Read <p>Literary Text p. 173b</p> <ul style="list-style-type: none"> Features of Drama 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 174f</p> <ul style="list-style-type: none"> Expression and Intonation <p>High-Frequency Words and Selection Words p. 174g</p> <ul style="list-style-type: none"> High –Frequency Words: <i>gone, learn, often, pieces, though, together, very</i> Selection Words: <i>dangerous gnaws, narrator, relatives</i> <p>Text Based Comprehension p. 174h</p> <ul style="list-style-type: none"> READ <i>The Strongest One</i> 2nd Read ✓ Monitor Progress- Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>
<p><u>Language Arts</u></p> <p>Conventions p.155c</p> <ul style="list-style-type: none"> Imperative and Exclamatory Sentences <p>Writing p.155d</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p.155f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.173c</p> <ul style="list-style-type: none"> Imperative and Exclamatory Sentences <p>Writing p.173d</p> <ul style="list-style-type: none"> Play Scene <p>Handwriting p. 173f</p> <ul style="list-style-type: none"> Letters <i>Tt, Hh</i> and <i>Kk</i> Word Spacing <p>Research and Inquiry p.173g</p> <ul style="list-style-type: none"> Maps 	<p><u>Language Arts</u></p> <p>Conventions p.175b</p> <ul style="list-style-type: none"> Imperative and Exclamatory Sentences <p>Writing p. 176-177</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p.177b</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, B, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document		
Unit 1 Week 5- The Strongest One		
Day 4	Day 5	
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>	
<p>Content Knowledge p. 178a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>genius, satisfaction</i> <p>Phonics/Spelling p.178c</p> <ul style="list-style-type: none"> Review: Inflected Endings Spiral Review: Fluent Word Reading READ Decodable Reader 5C Spelling: Consonant Digraphs 	<p>Content Knowledge p. 182a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.182c</p> <ul style="list-style-type: none"> Review: Consonant Digraphs Spelling Test 	
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>	
<p>21st Century Skills p. 178h</p> <ul style="list-style-type: none"> Science in Reading p. 178h READ "Anteaters"—Paired Selection <p>Fluency p. 181a</p> <ul style="list-style-type: none"> Expression and Intonation ✓ Monitor Progress: Fluency Check 	<p>Vocabulary p. 182-183</p> <p>Fluency p. 183a</p> <p>Listening and Speaking p. 183a</p> <p>Text-Based Comprehension p.183b</p> <ul style="list-style-type: none"> Review: Facts and Details <p>Vocabulary p. 183b</p> <ul style="list-style-type: none"> Review: High-Frequency and Selection Words <p>Genre p. 183c</p> <ul style="list-style-type: none"> Review: Literary Text: Drama <p>Assessment p. 183d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension	
<u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85	<u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85	
<u>Language Arts</u>	<u>Language Arts</u>	
<p>Conventions p.181b</p> <ul style="list-style-type: none"> Imperative and Exclamatory Sentences <p>Writing p.181c</p> <ul style="list-style-type: none"> Play Scene <p>Listening and Speaking p. 181e</p> <ul style="list-style-type: none"> Present a Dramatic Interpretation: Play <p>Research and Inquiry p. 181f</p> <ul style="list-style-type: none"> Synthesize 	<p>Conventions p.183g</p> <ul style="list-style-type: none"> Review: Imperative and Exclamatory Sentences <p>Writing p.183h</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p. 183j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.183k</p>	
<u>Standards</u>	<u>Standards</u>	
CC.1.1.2.D, E CC.1.3.2.H, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, D, E, G	CC.1.1.2.D, E CC.1.3.2.J CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, F	
<u>Art Standards</u>	9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G
9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J		

Second Grade ELA Sequencing Document		
Optional Unit 1 Review		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR6</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>investigate, rural, urban, downy, perch, founders, muttered, unanimous</i> <p>Phonics p. UR8</p> <ul style="list-style-type: none"> Short Vowels and Consonants <p>Spelling p.UR9</p> <ul style="list-style-type: none"> Short Vowels and Consonants 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR16</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>ascend, descend, orbit, universe, enormous, journey, launch, meteorite</i> <p>Phonics p.UR18</p> <ul style="list-style-type: none"> Inflected Endings <p>Spelling p.UR19</p> <ul style="list-style-type: none"> Inflected Endings 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR26</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>galaxy, tranquil, wildlife, fledglings, secure, detective, fascinating, slimy</i> <p>Phonics p. UR28</p> <ul style="list-style-type: none"> Consonant Blends <p>Spelling p. UR29</p> <ul style="list-style-type: none"> Consonant Blends
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. UR10</p> <ul style="list-style-type: none"> <i>Beautiful, country, friend, front, someone, somewhere</i> <p>Vocabulary Skill UR10</p> <ul style="list-style-type: none"> Alphabetize <p>Text-Based Comprehension p. UR11-13</p> <ul style="list-style-type: none"> Character and Setting <p>Fluency p.UR13</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. UR20</p> <ul style="list-style-type: none"> <i>everywhere, live, machines, move, woman, work world</i> <p>Vocabulary Skill UR20</p> <ul style="list-style-type: none"> Position Words <p>Text Based Comprehension p. UR21-23</p> <ul style="list-style-type: none"> Main Idea and Details <p>Literary Text p. UR23</p> <ul style="list-style-type: none"> Accuracy 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. UR30</p> <ul style="list-style-type: none"> <i>bear, build, couldn't, father, love, mother, straight</i> <p>Vocabulary Skill p. UR30</p> <ul style="list-style-type: none"> Synonyms <p>Text-Based Comprehension pg. UR 31-33</p> <ul style="list-style-type: none"> Character and Setting <p>Fluency pg. UR 33</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate
<p><u>Differentiated Instruction</u> (Small Group Time) p. UR6-UR15</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. UR16-UR25</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. UR26-UR35</p>
<p><u>Language Arts</u></p> <p>Conventions p.UR14</p> <ul style="list-style-type: none"> Nouns <p>Handwriting p.UR14</p> <ul style="list-style-type: none"> Letters <i>li, Uu, Rr</i> Letter Size <p>Wrap Up Week 1 Review UR15</p>	<p><u>Language Arts</u></p> <p>Conventions p.UR24</p> <ul style="list-style-type: none"> Subjects <p>Handwriting p.UR24</p> <ul style="list-style-type: none"> Letters <i>Gg, Cc</i>/Letter Slant <p>Wrap Up Week 2 Review UR25</p>	<p><u>Language Arts</u></p> <p>Conventions p.UR34</p> <ul style="list-style-type: none"> Predicates <p>Handwriting p. UR34</p> <ul style="list-style-type: none"> Letters <i>Ee, Ss</i>/Letter Slant <p>Wrap Up Week 3 Review UR35</p>
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, G, J, K CC.1.5.2.A, B, C, F</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2A, B, E, I, J, K, L CC.1.5.2.A, C, D, E, G</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.5.2.A, B, C, D, E, G</p>

Second Grade ELA Sequencing Document	
Optional Unit 1 Review	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR38</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>arid, landform, precipitation, dunes, ledge, haven, extinct, forbidding</i> <p>Phonics p. UR38</p> <ul style="list-style-type: none"> Inflected Endings <p>Spelling p. UR39</p> <ul style="list-style-type: none"> Inflected Endings 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR46</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>delicate, inquire, sturdy, exhibit, resist, stun, genius, satisfaction</i> <p>Phonics p. UR48</p> <ul style="list-style-type: none"> Consonant Digraphs <p>Spelling p. UR49</p> <ul style="list-style-type: none"> Consonant Digraphs
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. UR40</p> <ul style="list-style-type: none"> <i>Animals, early, eyes, full, warm, water</i> <p>Vocabulary Skill p. UR40</p> <ul style="list-style-type: none"> Alphabetize <p>Text-Based Comprehension pg. UR 41-43</p> <ul style="list-style-type: none"> Main Idea and Details <p>Fluency pg. UR 43</p> <ul style="list-style-type: none"> Appropriate Phrasing 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. UR50</p> <ul style="list-style-type: none"> <i>Gone, learn, often, pieces, though, together, very</i> <p>Vocabulary Skill p. UR50</p> <ul style="list-style-type: none"> Synonyms <p>Text-Based Comprehension pg. UR 51-53</p> <ul style="list-style-type: none"> Facts and Details <p>Fluency pg. UR 53</p> <ul style="list-style-type: none"> Expression and Intonation
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) p. UR36-UR45</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) p. UR46-UR55</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.UR44</p> <ul style="list-style-type: none"> Declarative and Interrogative Sentences <p>Handwriting p.UR44</p> <ul style="list-style-type: none"> Letters <i>Ff, Bb, Ll</i> Letter Spacing <p>Wrap Up Week 4 Review UR45</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.UR54</p> <ul style="list-style-type: none"> Imperative and Exclamatory Sentences <p>Handwriting p.UR54</p> <ul style="list-style-type: none"> Letters <i>Tt, Hh, Kk</i> Word Spacing <p>Wrap Up Week 5 Review UR55</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2 A, .B, I, J, K, L CC.1.5.2.A, C, D, E, G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.5.2.A,B, C, D, E, F, G</p>