

| Second Grade ELA Sequencing Document  |  |   |
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| Unit 2 Week 1 – Tara and Tiree, Fearless Friends  |  |   |
| Day 1   | Day 2  | Day 3   |
| <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.186j-188b/SE186-187/SwM BBp.6</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>courageous, hazard, rescue</i></li> </ul> <p><b>Phonemic Awareness</b> p.188-189a/SE188-189</p> <ul style="list-style-type: none"> <li>Substitute Initial Phonemes</li> </ul> <p><b>Phonics/Spelling</b> p. 189a-191a</p> <ul style="list-style-type: none"> <li>Vowels: r-Controlled <i>ar, or, ore, oar</i> p.189a-190a/SE190/RWN p.97</li> <li><b>READ</b> Decodable Reader 6A p.190b</li> <li>Reread for Fluency p.190c</li> <li>Spelling Pretest p.190d/LPI TR DVD 63</li> <li>✓ <b>Monitor Progress</b> – Check Word Reading p.190a</li> </ul> | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.192a-192b</p> <ul style="list-style-type: none"> <li>Read Aloud Anthology: "Snoop, the Search Dog"</li> <li>Oral Vocabulary: <i>avalanche</i></li> </ul> <p><b>Phonics/Spelling</b> p. 192c-192d</p> <ul style="list-style-type: none"> <li>Vowels: r-Controlled <i>ar, or, ore, oar</i> p.192c</li> <li><b>Review</b> Short Vowels</li> <li><b>Spelling:</b> r-Controlled <i>ar, or, ore</i> p.192d/RWN p.101</li> </ul>  | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.208a-208b</p> <ul style="list-style-type: none"> <li>Read Aloud Anthology: "Snoop, the Search Dog"</li> <li>Oral Vocabulary: <i>instinct, skittish</i></li> </ul> <p><b>Phonics/Spelling</b> p. 208c-208e</p> <ul style="list-style-type: none"> <li>Sort Words p.208c</li> <li>Fluent Word Reading p.208d</li> <li>Decode and Read p.208d</li> <li><b>Spelling:</b> r-Controlled <i>ar, or, ore</i> p.208e/RWN p.106</li> </ul>  |
| <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.191/RWN p.98</p> <ul style="list-style-type: none"> <li><i>break, family, heard, listen, once, pull</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 191a-191b/RWN p.99/LPI TR DVD 67</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul>   | <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.192e</p> <ul style="list-style-type: none"> <li><i>break, family, heard, listen, once, pull</i></li> <li>✓ <b>Monitor Progress</b> – Check High-Frequency Words</li> </ul> <p><b>Selection Vocabulary</b> p.192f/VT 6 TR DVD/RWN P. 102</p> <ul style="list-style-type: none"> <li><i>brave, collar, slipped</i></li> <li>Strategy: Unfamiliar Words</li> </ul> <p><b>Text-Based Comprehension</b> p.192g-207/SE192-207</p> <ul style="list-style-type: none"> <li><b>READ</b> Tara and Tiree – 1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p. 207a-207b</p> <ul style="list-style-type: none"> <li>Literary Nonfiction</li> </ul> | <p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 208f</p> <ul style="list-style-type: none"> <li>Accuracy and Appropriate Rate</li> </ul> <p><b>High-Frequency Words and Selection Words</b> p.208g/RWN p.107</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>break, family, heard, listen, once, pull</i></li> <li>Selection Words: <i>brave, collar, slipped</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 192g-209a/SE192-209</p> <ul style="list-style-type: none"> <li><b>READ</b> Tara and Tiree – 2<sup>nd</sup> Read</li> <li><b>Monitor Progress</b> – Check Retelling</li> </ul> |
| <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG1-SG17</p>   | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG1-SG17</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG1-SG17</p>   |
| <p><u>Language Arts</u></p> <p><b>Conventions</b> p.191c/GT 6 TR DVD</p> <ul style="list-style-type: none"> <li>Common Nouns</li> </ul> <p><b>Writing</b> p.191d-191e/RWN p.100</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.191f</p> <ul style="list-style-type: none"> <li>Identify and Focus on Topic</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.207b/RWN p.207b</p> <ul style="list-style-type: none"> <li>Nouns</li> </ul> <p><b>Writing</b> p.207c-207d/RWN p.104</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Handwriting</b> p.207e</p> <ul style="list-style-type: none"> <li>Letters li, Uu, Rr/Letter size</li> </ul> <p><b>Research and Inquiry</b> p.207f/RWN p.105</p> <ul style="list-style-type: none"> <li>Notes</li> </ul>   | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.209b/LPI TR DVD 65</p> <ul style="list-style-type: none"> <li>Nouns</li> </ul> <p><b>Writing</b> p.210-211a/SE p.210-211/WT 6A Tr DVD</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.211b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>  |
| <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, B, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, I, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, I, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>  |

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| Second Grade ELA Sequencing Document  |  |
| Unit 2 Week 1 – Tara and Tiree, Fearless Friends  |  |
| <b>Day 4</b>  | <b>Day 5</b>   |
| <u>Get Ready to Read</u>  | <u>Get Ready to Read</u>   |
| <p><b>Content Knowledge</b> p.212a-212b</p> <ul style="list-style-type: none"> <li>• Read Aloud Anthology “Porpoise Savers” p.212a</li> <li>• Oral Vocabulary: <i>blustery, fast-paced</i> p.212b</li> </ul> <p><b>Phonics/Spelling</b> p. 212c-212g</p> <ul style="list-style-type: none"> <li>• Review Consonant Digraphs LPI TR DVD 61</li> <li>• Spiral Review Fluent Word Reading p.212d</li> <li>• READ Decodable Reader 6C p212e.</li> <li>• Spelling: r-Controlled <i>ar, or, ore</i> p. 212g/LPI TR DVD64</li> </ul> | <p><b>Content Knowledge</b> p.216a-216b</p> <ul style="list-style-type: none"> <li>• Read Aloud Anthology “Porpoise Savers”</li> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress – Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p. 216c-216d</p> <ul style="list-style-type: none"> <li>• Review Vowels: r-Controlled <i>ar, or, ore, oar</i></li> <li>• Spelling Test</li> </ul>  |
| <u>Read and Comprehend</u>  | <u>Read and Comprehend</u>   |
| <p><b>Social Studies in Reading</b> p.212h-215</p> <ul style="list-style-type: none"> <li>• READ “Rescue Dogs” – Paired Selection p.213-215/SE212-215</li> </ul> <p><b>Fluency</b> 215a</p> <ul style="list-style-type: none"> <li>• Accuracy and Appropriate Rate</li> <li>✓ Monitor Progress – Fluency Check</li> </ul>   | <p><b>Vocabulary</b> p.216-217/SE216-217</p> <p><b>Fluency</b> p. 217a</p> <p><b>Listening and Speaking</b> p. 217a</p> <p><b>Text-Based Comprehension</b> p. 217b</p> <ul style="list-style-type: none"> <li>• Review Cause and Effect</li> </ul> <p><b>Vocabulary</b> p. 217b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p><b>Genre</b> p. 217c</p> <ul style="list-style-type: none"> <li>• Review Expository Text</li> </ul> <p><b>Assessment</b> p. 217d</p> <ul style="list-style-type: none"> <li>✓ Monitor Progress – Sentence Reading; Fluency and Comprehension</li> </ul> |
| <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG1-SG17  | <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG1-SG17   |
| <u>Language Arts</u>  | <u>Language Arts</u>   |
| <p><b>Conventions</b> p. 215b/RWN p.108</p> <ul style="list-style-type: none"> <li>• Nouns</li> </ul> <p><b>Writing</b> p. 215c-215d/WT 6B TR DVD</p> <ul style="list-style-type: none"> <li>• Narrative Nonfiction</li> </ul> <p><b>Listening and Speaking</b> p. 215e</p> <ul style="list-style-type: none"> <li>• Give and Follow Instructions</li> </ul> <p><b>Research and Inquiry</b> p. 215f</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>  | <p><b>Conventions</b> p.217g/LPI TR DVD 66</p> <ul style="list-style-type: none"> <li>• Nouns</li> </ul> <p><b>Writing</b> p. 217h/WT 6C TR DVD</p> <ul style="list-style-type: none"> <li>• Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p. 217j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p. 217k</p>   |
| <u>Standards</u>  | <u>Standards</u>   |
| <p>CC.1.1.2.D, E<br/> CC.1.3.2.H, K<br/> CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/> CC.1.5.2.A, C, D, E, G</p>   | <p>CC.1.1.2.D, E<br/> CC.1.3.2.J<br/> CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/> CC.1.5.2.A, C, F</p>   |

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| <u>Art Standards</u>                                | 9.2.3D<br>9.2.3E<br>9.2.3F<br>9.2.3G | 9.3.3F<br>9.3.3G |
| 9.1.3.A<br>9.1.3.B<br>9.1.3.E<br>9.1.3.H<br>9.1.3.J |                                      |                  |

| Second Grade ELA Sequencing Document   |   |  |
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| Unit 2 Week 2 – Abraham Lincoln  |   |  |
| Day 1  | Day 2   | Day 3  |
| <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.218j-220b/SE218-219/SwM p.7</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>identify, participate, significant</i></li> </ul> <p><b>Phonemic Awareness</b> p.220-221/SE220-221</p> <ul style="list-style-type: none"> <li>Segment and Count Phonemes</li> </ul> <p><b>Phonics/Spelling</b> p. 221a-223</p> <ul style="list-style-type: none"> <li>Contractions p.221a-222/SE p.222/RWN p.109</li> <li><b>READ</b> Decodable Reader 7A p.222b</li> <li>Reread for Fluency p.222c</li> <li>Spelling Pretest p.222d/LPI p.73</li> <li>✓ <b>Monitor Progress</b> – Check Word Reading p.222a</li> </ul> | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.224a-224b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>scour</i></li> <li>Read Aloud Anthology – “Sky Boys”</li> </ul> <p><b>Phonics/Spelling</b> p. 224c-224d</p> <ul style="list-style-type: none"> <li>Contractions p.224c</li> <li><b>Review</b> Consonant Blends p.224c</li> <li><b>Spelling:</b> Contractions p.224d/RWN p.113</li> </ul>   | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.240a-240b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>ingenious</i></li> <li>Read Aloud Anthology – “Sky Boys”</li> </ul> <p><b>Phonics/Spelling</b> p. 240c-240e</p> <ul style="list-style-type: none"> <li>Sort Words p.240c</li> <li>Fluent Word Reading p.240d</li> <li>Decode and Read p.240d</li> <li><b>Spelling:</b> Contractions p.240e/RWN p.118</li> </ul>   |
| <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.223/SE p.223/RWN p.110</p> <ul style="list-style-type: none"> <li><i>certainly, either, great, laugh, second, worst, you're</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 223a-223b/RWN p.111/LPI p. 77</p> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>   | <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.224e</p> <ul style="list-style-type: none"> <li><i>certainly, either, great, laugh, second, worst, you're</i></li> <li>✓ <b>Monitor Progress</b> – Check High-Frequency Words</li> </ul> <p><b>Selection Vocabulary</b> p.224f/RWN p.114</p> <ul style="list-style-type: none"> <li><i>noticed, honest, lawyer, fault</i></li> <li>Strategy: Dictionary/Glossary: Guide Words</li> </ul> <p><b>Text-Based Comprehension</b> p.224g-239b/SE p.224-239</p> <ul style="list-style-type: none"> <li><b>READ</b> Abraham Lincoln–1<sup>st</sup> Read <b>Informational Text</b> p. 239a</li> <li>Text Structure</li> </ul> | <p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 240f</p> <ul style="list-style-type: none"> <li>Read with Expression</li> </ul> <p><b>High-Frequency Words and Selection Words</b> p.240g/RWN p.119</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>certainly, either, great, laugh, second, worst, you're</i></li> <li>Selection Words: <i>noticed, honest, lawyer, fault</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 240h-241a/224g-239b/SE p.224-229/240-241</p> <ul style="list-style-type: none"> <li><b>READ</b> Abraham Lincoln – 2<sup>nd</sup> Read</li> <li><b>Monitor Progress</b> – Check Retelling</li> </ul> |
| <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>   | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>   |
| <p><u>Language Arts</u></p> <p><b>Conventions</b> p.223c</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Writing</b> p.223d-223e/RWN p. 112</p> <ul style="list-style-type: none"> <li>Biography</li> </ul> <p><b>Research and Inquiry</b> p.223f</p> <ul style="list-style-type: none"> <li>Identify and Focus on Topic</li> </ul>   | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.239b/RWN p.115</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Writing</b> p.239c/RWN p.116</p> <ul style="list-style-type: none"> <li>Biography</li> </ul> <p><b>Handwriting</b> p.239e</p> <ul style="list-style-type: none"> <li>Letters Nn and Mm/Letter Size</li> </ul> <p><b>Research and Inquiry</b> p.239f</p> <ul style="list-style-type: none"> <li>Time Line</li> </ul>   | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.241b-234/LPI p.75</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Writing</b> p.242-243a/SE p.242-243</p> <ul style="list-style-type: none"> <li>Biography</li> </ul> <p><b>Research and Inquiry</b> p.243b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>   |
| <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.K<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, B, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, F, I, J, K<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, F, I, J, K<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, C</p>  |

Second Grade ELA Sequencing Document

Unit 2 Week 2 – Abraham Lincoln

| Day 4   | Day 5   |
|---|---|
| <u>Get Ready to Read</u>  | <u>Get Ready to Read</u>  |
| <p><b>Content Knowledge</b> p.244a-244b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>aloft, architect, tinker</i></li> <li>Read Aloud Anthology – “Taking Flight”</li> </ul> <p><b>Phonics/Spelling</b> p. 244c-244g</p> <ul style="list-style-type: none"> <li><b>Review</b> r-Controlled ar, or, ore, oar Words p.244c/LPI p.71</li> <li><b>Spiral Review</b> Fluent Word Reading p.244d</li> <li><b>READ</b> Decodable Reader 7C p.244e-244f</li> <li><b>Spelling:</b> Contractions p.244g/LPI p.74</li> </ul> | <p><b>Content Knowledge</b> p.246a-246b</p> <ul style="list-style-type: none"> <li><b>Review</b> Oral Vocabulary</li> <li>Read Aloud Anthology – “Taking Flight”</li> <li>✓ <b>Monitor Progress</b> – Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p. 246c-246d</p> <ul style="list-style-type: none"> <li><b>Review</b> Contractions p.246c</li> <li>Spelling Test p.246d</li> </ul>  |
| <u>Read and Comprehend</u>  | <u>Read and Comprehend</u>  |
| <p><b>Social Studies in Reading</b> p.244-245a/SE p.244-245</p> <ul style="list-style-type: none"> <li><b>READ</b> “Lincoln” – Paired Selection</li> </ul> <p><b>Fluency</b> 245b</p> <ul style="list-style-type: none"> <li>Read with Expression</li> <li>✓ <b>Monitor Progress</b> – Fluency Check</li> </ul>   | <p><b>Vocabulary</b> p.246-247/SE p.246-247</p> <p><b>Fluency</b> p. 247a</p> <p><b>Media Literacy</b> p. 247a</p> <p><b>Text-Based Comprehension</b> p. 247b</p> <ul style="list-style-type: none"> <li><b>Review</b> Author’s Purpose</li> </ul> <p><b>Vocabulary</b> p. 247b</p> <ul style="list-style-type: none"> <li><b>Review</b> High-Frequency and Selection Words</li> </ul> <p><b>Genre</b> p. 247c</p> <ul style="list-style-type: none"> <li><b>Review</b> Poetry</li> </ul> <p><b>Assessment</b> p. 247d-247f</p> <ul style="list-style-type: none"> <li>✓ <b>Monitor Progress</b> – Sentence Reading; Fluency and Comprehension</li> </ul> |
| <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG18-SG34   | <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG18-SG34   |
| <u>Language Arts</u>  | <u>Language Arts</u>  |
| <p><b>Conventions</b> p. 245c/RWN p.120</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Writing</b> p. 245d-245e</p> <ul style="list-style-type: none"> <li>Biography</li> </ul> <p><b>Media Literacy</b> p. 245f</p> <ul style="list-style-type: none"> <li>Explain Purposes of Media</li> </ul> <p><b>Research and Inquiry</b> p. 245g</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>  | <p><b>Conventions</b> p.247g/LPI p.76</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Writing</b> p. 247h-247i</p> <ul style="list-style-type: none"> <li>Biography</li> </ul> <p><b>Research and Inquiry</b> p. 247j/RWN p.117</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p. 247k</p>   |
| <u>Standards</u>  | <u>Standards</u>  |
| <p>CC.1.1.2.D, E<br/>CC.1.3.2.H, K<br/>CC.1.4.2.A, B, C, D, E, F, T, U, V, W, X<br/>CC.1.5.2.A, C</p>   | <p>CC.1.1.2.D, E<br/>CC.1.3.2.J<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, C, F</p>  |

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| <u>Art Standards</u> |        |        |
| 9.1.3.A              | 9.2.3D | 9.3.3F |
| 9.1.3B               | 9.2.3E | 9.3.3G |
| 9.1.3E               | 9.2.3F |        |
| 9.1.3H               | 9.2.3G |        |
| 9.1.3J               |        |        |

| Second Grade ELA Sequencing Document  |   |  |
|---|---|--|
| Unit 2 Week 3 – Scarcity  |   |  |
| Day 1   | Day 2   | Day 3  |
| <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.248j-250b/SE p.248-249/SwM p.8</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>consumers, decisions, producers</i></li> </ul> <p><b>Phonemic Awareness</b> p.250-251/SE p.250-251</p> <ul style="list-style-type: none"> <li>Substitute Initial Phonemes</li> </ul> <p><b>Phonics/Spelling</b> p. 251a-252d</p> <ul style="list-style-type: none"> <li>r-Controlled <i>er, ir, ur</i> 251a-252a/SE p.252/RWN p.121</li> <li><b>READ</b> Decodable Reader 8A p.252b-253c</li> <li>Reread for Fluency p.253c</li> <li>Spelling Pretest p.252d/LPI p.83</li> <li>✓ <b>Monitor Progress</b> – Check Word Reading p.252a</li> </ul> | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.254a-254b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>fiber</i></li> <li>Read Aloud Anthology – “Fleece, Fiber, Yarn, Sweater</li> </ul> <p><b>Phonics/Spelling</b> p. 254c-254d</p> <ul style="list-style-type: none"> <li>r-Controlled <i>er, ir, ur</i> p.254c</li> <li><b>Review</b> Short Vowels <i>e, i, u</i> p.254c</li> <li><b>Spelling:</b> r-Controlled <i>er, ir, ur</i> p.254d/RWN p.125</li> </ul>   | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.268a-268b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>strand</i></li> <li>Read Aloud Anthology – “Fleece, Fiber, Yarn, Sweater</li> </ul> <p><b>Phonics/Spelling</b> p. 268c-268e</p> <ul style="list-style-type: none"> <li>Build Words p.268c</li> <li>Fluent Word Reading p.268d</li> <li>Decode and Read p.268d</li> <li><b>Spelling:</b> r-Controlled <i>er, ir, ur</i> p.268e/RWN p.130</li> </ul>  |
| <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.253/Se p.252/RWN p.122</p> <ul style="list-style-type: none"> <li><i>above, ago, enough, toward, whole, word</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 253a-253b/RWN p.123/LPI p.87</p> <ul style="list-style-type: none"> <li>Facts and Details</li> </ul>   | <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.254e</p> <ul style="list-style-type: none"> <li><i>above, ago, enough, toward, whole, word</i></li> <li>✓ <b>Monitor Progress</b> – Check High-Frequency Words</li> </ul> <p><b>Selection Vocabulary</b> p.254f/RWN p.126</p> <ul style="list-style-type: none"> <li><i>hurricanes, resources, scarce, scarcity, trade-off</i></li> <li>Strategy: Time and Order Words for Sequence</li> </ul> <p><b>Text-Based Comprehension</b> p.254g-267a/SE p.254-267</p> <ul style="list-style-type: none"> <li><b>READ</b> Scarcity–1<sup>st</sup> Read</li> </ul> <p><b>Expository Text</b> p. 267b</p> <ul style="list-style-type: none"> <li>Author’s Message</li> </ul> | <p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 268f</p> <ul style="list-style-type: none"> <li>Read with Appropriate Phrasing</li> </ul> <p><b>High-Frequency Words and Selection Words</b> p.268g/RWN p.131</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>above, ago, enough, toward, whole, word</i></li> <li>Selection Words: <i>hurricanes, resources, scarce, scarcity, trade-off</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 268h/LPI p.82/p.254g-267a/268-269/SE p.254-267/268-269</p> <ul style="list-style-type: none"> <li><b>READ</b> Scarcity – 2<sup>nd</sup> Read</li> <li><b>Monitor Progress</b> – Check Retelling</li> </ul> |
| <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG18-SG34</p>   |
| <p><u>Language Arts</u></p> <p><b>Conventions</b> p.253c</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p.253d-253e/RWN p.124</p> <ul style="list-style-type: none"> <li>Expository Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.253f</p> <ul style="list-style-type: none"> <li>Identify and Focus on Topic</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.267c/RWN p.127</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p.267d-267e/RWN p.128</p> <ul style="list-style-type: none"> <li>Expository Nonfiction</li> </ul> <p><b>Handwriting</b> p.267f</p> <ul style="list-style-type: none"> <li>Letters Jj and Pp/Letter Form</li> </ul> <p><b>Research and Inquiry</b> p.267g/RWN p.129</p> <ul style="list-style-type: none"> <li>Chapter Headings</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.269b/LPI p.85</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p.270-271a/SE p.270-271</p> <ul style="list-style-type: none"> <li>Expository Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.271b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>  |
| <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.C<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, B, C</p>  | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.A, C, H, J, K<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.A, C, H, J, K<br/>CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/>CC.1.5.2.A, C</p>  |

| Second Grade ELA Sequencing Document  |   |
|---|---|
| Unit 2 Week 3 – Scarcity  |   |
| Day 4   | Day 5   |
| <u>Get Ready to Read</u>  | <u>Get Ready to Read</u>  |
| <p><b>Content Knowledge</b> p.272a-272b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>extraordinary, lack, typical</i></li> <li>Read Aloud Anthology – “Water Works”</li> </ul> <p><b>Phonics/Spelling</b> p. 272c-272g</p> <ul style="list-style-type: none"> <li><b>Review</b> Contractions p.272c/LPI p.81</li> <li><b>Spiral Review</b> Fluent Word Reading p.272d</li> <li><b>READ</b> Decodable Reader 8C p.272e-272f</li> <li><b>Spelling:</b> Vowels: <i>r</i>-Controlled <i>er, ir, ur</i> p.272g/LPI p.84</li> </ul> | <p><b>Content Knowledge</b> p.276a-276b</p> <ul style="list-style-type: none"> <li><b>Review</b> Oral Vocabulary</li> <li>Read Aloud Anthology – “Water Works”</li> <li>✓ <b>Monitor Progress</b> – Check Oral Vocabulary p.276b</li> </ul> <p><b>Phonics/Spelling</b> p. 276c-276d</p> <ul style="list-style-type: none"> <li><b>Review</b> <i>r</i>-Controlled <i>er, ir, ur</i> p.276c</li> <li>Spelling Test p.276d</li> </ul>  |
| <u>Read and Comprehend</u>  | <u>Read and Comprehend</u>  |
| <p><b>21<sup>st</sup> Century Skills</b> p.272h-275/SE p.272-275</p> <ul style="list-style-type: none"> <li><b>READ</b> “Goods and Services” – Paired Selection</li> </ul> <p><b>Fluency</b> 275a</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> <li>✓ <b>Monitor Progress</b> – Fluency Check</li> </ul>   | <p><b>Vocabulary</b> p.276/SE p.276-277</p> <p><b>Fluency</b> p. 277a/SE p.276-277</p> <p><b>Listening and Speaking</b> p. 277a/SE p.276-277</p> <p><b>Text-Based Comprehension</b> p. 277b</p> <ul style="list-style-type: none"> <li><b>Review</b> Facts and Details</li> </ul> <p><b>Vocabulary</b> p. 277b</p> <ul style="list-style-type: none"> <li><b>Review</b> High-Frequency and Selection Words</li> </ul> <p><b>Genre</b> p. 277c</p> <ul style="list-style-type: none"> <li><b>Review</b> Expository Text</li> </ul> <p><b>Assessment</b> p. 277d-277f</p> <ul style="list-style-type: none"> <li>✓ <b>Monitor Progress</b> – Sentence Reading; Fluency and Comprehension</li> </ul> |
| <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG18-SG34   | <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG18-SG34   |
| <u>Language Arts</u>  | <u>Language Arts</u>  |
| <p><b>Conventions</b> p. 275b/RWN p.132</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p. 275c-275d</p> <ul style="list-style-type: none"> <li>Expository Nonfiction</li> </ul> <p><b>Listening and Speaking</b> p. 275e</p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> </ul> <p><b>Research and Inquiry</b> p. 275f</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>  | <p><b>Conventions</b> p.277g/LPI p.86</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p. 277h-277i</p> <ul style="list-style-type: none"> <li>Expository Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p. 277j</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p. 277k</p>  |
| <u>Standards</u>  | <u>Standards</u>  |
| <p>CC.1.1.2.D, E<br/> CC.1.2.2.I, L<br/> CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/> CC.1.5.2.A, C, D, E, G</p>  | <p>CC.1.1.2.D, E<br/> CC.1.2.2.J<br/> CC.1.4.2.A, B, C, D, E, F, T, V, W, X<br/> CC.1.5.2.A, C, F</p>   |

Art Standards

9.1.3.A  
9.1.3.B  
9.1.3.E  
9.1.3.H  
9.1.3.J

9.2.3D  
9.2.3E  
9.2.3F  
9.2.3G

9.3.3F  
9.3.3G

| Second Grade ELA Sequencing Document  |   |   |
|---|---|---|
| Unit 2 Week 4 – The Bremen Town Musicians   |   |   |
| Day 1   | Day 2   | Day 3   |
| <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.278j-280b/SE p.278-279/SwM p.9</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>partnership, solution, survival</i></li> </ul> <p><b>Phonemic Awareness</b> p.280-281/SE p.280-281</p> <ul style="list-style-type: none"> <li>Substitute Initial Phonemes</li> </ul> <p><b>Phonics/Spelling</b> p. 281a-282d</p> <ul style="list-style-type: none"> <li>Plurals p.281a-282a/SE p.282/RWN p.133</li> <li><b>READ</b> Decodable Reader 9A p.282b-282c</li> <li>Reread for Fluency p.282c</li> <li>Spelling Pretest p.282d/LPI p.93</li> <li>✓ <b>Monitor Progress</b> – Check Word Reading</li> </ul> | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.284a-284b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>miserable</i></li> <li>Big Book: <i>From Me to You</i></li> </ul> <p><b>Phonics/Spelling</b> p. 284c-284d</p> <ul style="list-style-type: none"> <li>Plurals p.284c</li> <li><b>Review</b> Inflected Endings p.284c</li> <li><b>Spelling:</b> Plurals <i>-s, -es, -ies</i> p.284d/RWN p.137</li> </ul>   | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.302a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>struggle</i></li> <li>Big Book: <i>From Me to You</i></li> </ul> <p><b>Phonics/Spelling</b> p. 302c-302f</p> <ul style="list-style-type: none"> <li>Sort Words p.302c</li> <li>Fluent Word Reading p.302d</li> <li>Decode and Read p.302d</li> <li><b>Spelling:</b> Plurals <i>-s, -es, -ies</i> p.302e/RWN p. 142</li> </ul>   |
| <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.283/SE p.283/RWN p.283</p> <ul style="list-style-type: none"> <li><i>bought, people, pleasant, probably, scared, shall, sign</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 283a-283b/RWN p.135/LPI p.97</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul>  | <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.284e</p> <ul style="list-style-type: none"> <li><i>bought, people, pleasant, probably, scared, shall, sign</i></li> <li>✓ <b>Monitor Progress</b> – Check High-Frequency Words</li> </ul> <p><b>Selection Vocabulary</b> p.284f/VT p.9/RWN p.138</p> <ul style="list-style-type: none"> <li><i>mill, monsters, robbers, excitement, musician</i></li> <li>Strategy: Homophones</li> </ul> <p><b>Text-Based Comprehension</b> p.284g-301a/SE p.284-301</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>The Bremen Town Musicians</i>– 1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p. 301b</p> <ul style="list-style-type: none"> <li>Dialogue</li> </ul> | <p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 302f</p> <ul style="list-style-type: none"> <li>Read with Expression</li> </ul> <p><b>High-Frequency Words and Selection Words</b> p.302g/RWN p. 143</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>bought, people, pleasant, probably, scared, shall, sign</i></li> <li>Selection Words: <i>mill, monsters, robbers, excitement, musician</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 302h/LPI p.9/284g-301a/302h-303a/SE p.284-303</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>The Bremen Town Musicians</i> – 2<sup>nd</sup> Read</li> <li><b>Monitor Progress</b> – Check Retelling</li> </ul> |
| <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG52-SG68</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG52-SG68</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG52-SG68</p>  |
| <p><u>Language Arts</u></p> <p><b>Conventions</b> p.283c/GT 9</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Writing</b> p.283d-283e/RWN p.136</p> <ul style="list-style-type: none"> <li>Fairy Tale</li> </ul> <p><b>Research and Inquiry</b> p.283f/RWN p.141</p> <ul style="list-style-type: none"> <li>Identify and Focus on Topic</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.301c/RWN p. 139</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Writing</b> p.301d-301e/RWN p.140</p> <ul style="list-style-type: none"> <li>Fairy Tale</li> </ul> <p><b>Handwriting</b> p.301f</p> <ul style="list-style-type: none"> <li>Letters Ww and Yy/Letter Slant</li> </ul> <p><b>Research and Inquiry</b> p.301g/RT p.9</p> <ul style="list-style-type: none"> <li>Encyclopedia</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.303b/LPI p.95</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Writing</b> p.304-305a/SE p.304-305/WT p.9</p> <ul style="list-style-type: none"> <li>Fairy Tale</li> </ul> <p><b>Research and Inquiry</b> p.305b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>   |
| <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.C<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, B, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.F, G, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>   | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.F, G, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>   |



|   |   |  |
|---|---|--|
| Second Grade ELA Sequencing Document  |   |  |
| Unit 2 Week 4 – The Bremen Town Musicians   |   |  |
| <b>Day 4</b>  | <b>Day 5</b>  |  |
| <u>Get Ready to Read</u>  | <u>Get Ready to Read</u>  |  |
| <p><b>Content Knowledge</b> p.306a-306b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>depend, familiar, insist</i></li> </ul> <p><b>Phonics/Spelling</b> p. 306c-306g</p> <ul style="list-style-type: none"> <li>Review <i>r</i>-Controlled <i>er, ir, ur</i> p.306c /LPI p.91</li> <li>Spiral Review Fluent Word Reading p.306d</li> <li>READ Decodable Reader 9C p.306e-306f</li> <li>Spelling: Plurals 306g/LPI p.94</li> </ul>                 | <p><b>Content Knowledge</b> p.312a-312b</p> <ul style="list-style-type: none"> <li>Read Aloud Anthology: Down Girl and Sit Save the Day"</li> <li>Review Oral Vocabulary</li> <li>✓ <b>Monitor Progress</b> – Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p. 312c-312d</p> <ul style="list-style-type: none"> <li>Review Plurals <i>-s, -es, -ies</i></li> </ul>  |  |
| <u>Read and Comprehend</u>  | <u>Read and Comprehend</u>  |  |
| <p><b>Social Studies in Reading</b> p.306h311a/SE 306-311</p> <ul style="list-style-type: none"> <li>READ "A Fool Goes Fishing" – Paired Selection</li> </ul> <p><b>Fluency</b> 311b</p> <ul style="list-style-type: none"> <li>Read with Expression</li> <li>✓ <b>Monitor Progress</b> – Fluency Check</li> </ul>  | <p><b>Vocabulary</b> p.312-313/SE 312-313</p> <p><b>Fluency</b> p. 313a</p> <p><b>Listening and Speaking</b> p. 313a</p> <p><b>Text-Based Comprehension</b> p. 313b</p> <ul style="list-style-type: none"> <li>Review Cause and Effect</li> </ul> <p><b>Vocabulary</b> p. 313b</p> <ul style="list-style-type: none"> <li>Review High-Frequency and Selection Words</li> </ul> <p><b>Genre</b> p. 313c</p> <ul style="list-style-type: none"> <li>Review Folk Tale</li> </ul> <p><b>Assessment</b> p. 313d</p> <li>✓ <b>Monitor Progress</b> – Sentence Reading; Fluency and Comprehension</li> |  |
| <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG52-SG68   | <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG52-SG68   |  |
| <u>Language Arts</u>  | <u>Language Arts</u>  |  |
| <p><b>Conventions</b> p. 311c/RWN p.144</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Writing</b> p. 311d-311e/WT p. 9B</p> <ul style="list-style-type: none"> <li>Fairy Tale</li> </ul> <p><b>Media Literacy</b> p. 311f</p> <ul style="list-style-type: none"> <li>Recognize Purposes of Media</li> </ul> <p><b>Research and Inquiry</b> p. 311g</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul> | <p><b>Conventions</b> p.313g/LPI p. 96</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Writing</b> p. 313h-313i/WT p.9C</p> <ul style="list-style-type: none"> <li>Fairy Tale</li> </ul> <p><b>Research and Inquiry</b> p. 313j</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p. 313k</p>  |  |
| <u>Standards</u>  | <u>Standards</u>  |  |
| <p>CC.1.1.2.D, E<br/> CC.1.2.2.I, J<br/> CC.1.4.2.M, N, O, P, Q, T, U, V, W, X<br/> CC.1.5.2.A, C</p>   | <p>CC.1.1.2.D, E<br/> CC.1.2.2.C,J<br/> CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/> CC.1.5.2.A, C, F</p>  |  |

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|---|--------------------------------------|--------------------------------------|
| <u>Art Standards</u>                                      | 9.2.3D<br>9.2.3E<br>9.2.3F<br>9.2.3G | 9.3.3B<br>9.3.3E<br>9.3.3F<br>9.3.3G |
| 9.1.3.A<br>9.1.3B<br>9.1.3E<br>9.1.3F<br>9.1.3H<br>9.1.3J |                                      |                                      |

| Second Grade ELA Sequencing Document   |   |   |
|--|---|---|
| Unit 2 Week 5 – One Good Turn Deserves Another   |   |   |
| Day 1  | Day 2   | Day 3   |
| <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.314j-316a/SE p.314-315/SwM p. 10</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>conflict, pursue, resolve</i></li> </ul> <p><b>Phonemic Awareness</b> p.316-317/SE p.316-317</p> <ul style="list-style-type: none"> <li>Substitute Initial Phonemes</li> </ul> <p><b>Phonics/Spelling</b> p. 317a-318d</p> <ul style="list-style-type: none"> <li>Vowel Patterns <i>a, ai, ayp</i>.317a</li> <li><b>READ</b> Decodable Reader 10A p.318/SE p.318/RWN p.145</li> <li>Reread for Fluency p.318c</li> <li>Spelling Pretest p. 318d/LPI p.103</li> <li>✓ <b>Monitor Progress</b> – Check Word Reading</li> </ul> | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.320a-320b</p> <ul style="list-style-type: none"> <li>Big Book: <i>From Me to You</i></li> <li>Oral Vocabulary: <i>deserve</i></li> </ul> <p><b>Phonics/Spelling</b> p. 320c-320d</p> <ul style="list-style-type: none"> <li>Vowel Patterns <i>a, ai, ayp</i>.320c</li> <li><b>Review</b> Contractions p.320c</li> <li><b>Spelling:</b> Vowel Digraphs <i>ai, ay</i> p.320d/RWN p.149</li> </ul>   | <p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.336a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>mope</i></li> </ul> <p><b>Phonics/Spelling</b> p. 336c</p> <ul style="list-style-type: none"> <li>Build Words</li> <li>Fluent Word Reading</li> <li>Decode and Read</li> <li><b>Spelling:</b> Plurals <i>ai, ay</i></li> </ul>  |
| <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.319/RWN p.146</p> <ul style="list-style-type: none"> <li><i>behind, brought, door, everybody, minute, promise, sorry</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 319a-319b/RWN p.147/LPI p.107</p> <ul style="list-style-type: none"> <li>Compare and Contrast</li> </ul>  | <p><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.320e</p> <ul style="list-style-type: none"> <li><i>behind, brought, door, everybody, minute, promise, sorry</i></li> <li>✓ <b>Monitor Progress</b> – Check High-Frequency Words</li> </ul> <p><b>Selection Vocabulary</b> p.320f/VT p.10/RWN p.150</p> <ul style="list-style-type: none"> <li><i>groaned, creature, armadillo, snorted, grateful</i></li> <li>Strategy: Unfamiliar Words</li> </ul> <p><b>Text-Based Comprehension</b> p.320g-335a/SE 320-335</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>One Good Turn Deserves Another</i>–1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p. 335a</p> <ul style="list-style-type: none"> <li>Setting, Character, and Plot</li> </ul> | <p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 336f</p> <ul style="list-style-type: none"> <li>Read with Accuracy</li> </ul> <p><b>High-Frequency Words and Selection Words</b> p.336g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>behind, brought, door, everybody, minute, promise, sorry</i></li> <li>Selection Words: <i>groaned, creature, armadillo, snorted, grateful</i></li> </ul> <p><b>Text-Based Comprehension</b> p. 336h</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>One Good Turn Deserves Another</i> – 2<sup>nd</sup> Read</li> <li><b>Monitor Progress</b> – Check Retelling</li> </ul> |
| <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG69-SG85</p>   | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG69-SG85</p>  | <p><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG69-SG85</p>  |
| <p><u>Language Arts</u></p> <p><b>Conventions</b> p.319c/GT p.10</p> <ul style="list-style-type: none"> <li>Possessive Nouns</li> </ul> <p><b>Writing</b> p.319d-319e/RWN p.148</p> <ul style="list-style-type: none"> <li>Folk Tale</li> </ul> <p><b>Research and Inquiry</b> p.319f</p> <ul style="list-style-type: none"> <li>Identify and Focus on Topic</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.335b/RWN p.151</p> <ul style="list-style-type: none"> <li>Possessive Nouns</li> </ul> <p><b>Writing</b> p.335c-335d/RWN p.152</p> <ul style="list-style-type: none"> <li>Folk Tale</li> </ul> <p><b>Handwriting</b> p.335e</p> <ul style="list-style-type: none"> <li>Letters Qq and Vv/Letter Spacing</li> </ul> <p><b>Research and Inquiry</b> p.335f/WT p.10</p> <ul style="list-style-type: none"> <li>Reading a Web Page</li> </ul>  | <p><u>Language Arts</u></p> <p><b>Conventions</b> p.337b/LPI p.105</p> <ul style="list-style-type: none"> <li>Possessive Nouns</li> </ul> <p><b>Writing</b> p.338-339/SE 338-339/WT p.10A</p> <ul style="list-style-type: none"> <li>Folk Tale</li> </ul> <p><b>Research and Inquiry</b> p.339b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>   |
| <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, B, C</p>  | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, I, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>  | <p><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, I, J, K<br/>CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/>CC.1.5.2.A, C</p>  |

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| Second Grade ELA Sequencing Document   |  |  |
| Unit 2 Week 5 – One Good Turn Deserves Another   |  |  |
| <b>Day 4</b>   | <b>Day 5</b>   |  |
| <u>Get Ready to Read</u>   | <u>Get Ready to Read</u>   |  |
| <p><b>Content Knowledge</b> p.340a-340b</p> <ul style="list-style-type: none"> <li>• Read Aloud Anthology: "A Ducky Day"</li> <li>• Oral Vocabulary: <i>coax, ramp, startle</i></li> </ul> <p><b>Phonics/Spelling</b> p. 340c-340g</p> <ul style="list-style-type: none"> <li>• Review Plurals p.340c/LPI p.101</li> <li>• <b>Spiral Review</b> Fluent Word Reading p.340d</li> <li>• <b>READ</b> Decodable Reader 10C p.340e-340g</li> <li>• <b>Spelling:</b> Vowel Digraphs <i>ai, ayp</i>.340g/LPI p.104</li> </ul> | <p><b>Content Knowledge</b> p.344a-344b</p> <ul style="list-style-type: none"> <li>• Read Aloud Anthology: "A Ducky Day"</li> <li>• <b>Review</b> Oral Vocabulary</li> <li>✓ <b>Monitor Progress</b> – Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p. 344c-344d</p> <ul style="list-style-type: none"> <li>• <b>Review</b> Vowel Patterns <i>a, ai, ayp</i>.344c</li> <li>• Spelling Test p.344d</li> </ul>  |  |
| <u>Read and Comprehend</u>   | <u>Read and Comprehend</u>   |  |
| <p><b>Social Studies in Reading</b> p.340h-343/SE p.340-343</p> <ul style="list-style-type: none"> <li>• <b>READ</b> "The Lion and the Mouse" – Paired Selection</li> </ul> <p><b>Fluency</b> 343a</p> <ul style="list-style-type: none"> <li>• Read with Accuracy</li> <li>✓ <b>Monitor Progress</b> – Fluency Check</li> </ul>   | <p><b>Vocabulary</b> p.344-345/Se 344-345</p> <p><b>Fluency</b> p. 345a</p> <p><b>Listening and Speaking</b> p. 345a</p> <p><b>Text-Based Comprehension</b> p. 345b</p> <ul style="list-style-type: none"> <li>• <b>Review</b> Compare and Contrast</li> </ul> <p><b>Vocabulary</b> p. 345b</p> <ul style="list-style-type: none"> <li>• <b>Review</b> High-Frequency and Selection Words</li> </ul> <p><b>Genre</b> p. 345c</p> <ul style="list-style-type: none"> <li>• <b>Review</b> Fable</li> </ul> <p><b>Assessment</b> p. 345d</p> <li>✓ <b>Monitor Progress</b> – Sentence Reading; Fluency and Comprehension</li> |  |
| <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG69-SG85  | <u>Differentiated Instruction</u><br>(Small Group Time)<br>p. SG69-SG85  |  |
| <u>Language Arts</u>   | <u>Language Arts</u>   |  |
| <p><b>Conventions</b> p. 343b/RWN p.156</p> <ul style="list-style-type: none"> <li>• Possessive Nouns</li> </ul> <p><b>Writing</b> p. 343c-343d/WT p.10B</p> <ul style="list-style-type: none"> <li>• Folk Tale</li> </ul> <p><b>Listening and Speaking</b> p. 343e</p> <ul style="list-style-type: none"> <li>• Give and Follow Instructions</li> </ul> <p><b>Research and Inquiry</b> p. 343f/RWN p.153</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>   | <p><b>Conventions</b> p.345g/LPI p.106</p> <ul style="list-style-type: none"> <li>• Possessive Nouns</li> </ul> <p><b>Writing</b> p. 345h-345i/WT p.10C</p> <ul style="list-style-type: none"> <li>• Folk Tale</li> </ul> <p><b>Research and Inquiry</b> p. 345j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p. 345k</p>  |  |
| <u>Standards</u>   | <u>Standards</u>   |  |
| <p>CC.1.1.2.D, E<br/> CC.1.3.2.H, K<br/> CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/> CC.1.5.2.A, C, D, E, G</p>  | <p>CC.1.1.2.D, E<br/> CC.1.3.2.J<br/> CC.1.4.2.M, N, O, P, Q, T, V, W, X<br/> CC.1.5.2.A, B, C, F</p>  |  |

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| <u>Art Standards</u> |        |        |
| 9.1.3.A              | 9.2.3D | 9.3.3F |
| 9.1.3B               | 9.2.3E | 9.3.3G |
| 9.1.3E               | 9.2.3F |        |
| 9.1.3H               | 9.2.3G |        |
| 9.1.3J               |        |        |

| Second Grade ELA Sequencing Document  |  |  |
|---|--|--|
| Optional Unit 2 Review  |  |  |
| Day 1   | Day 2  | Day 3  |
| <p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.UR6</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>courageous, hazard, rescue, avalanche, instinct, skittish, blustery, fast-paced</i></li> </ul> <p><b>Phonics</b> p. UR8</p> <ul style="list-style-type: none"> <li>r-Controlled <i>ar, or, ore, oar</i></li> </ul> <p><b>Spelling</b> p. UR9</p> <ul style="list-style-type: none"> <li>r-Controlled <i>ar, or, ore</i></li> </ul>  | <p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.UR16</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>identify, participate, significant, scour, ingenious, aloft, architect, tinker</i></li> </ul> <p><b>Phonics</b> p. UR18</p> <ul style="list-style-type: none"> <li>Contractions <i>n't, 's, 'ii, 'm</i></li> </ul> <p><b>Spelling</b> p. UR19</p> <ul style="list-style-type: none"> <li>Contractions <i>n't, 's, 'ii, 'm</i></li> </ul>  | <p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.UR26</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>consumers, decisions, producers, fiber, strand, extraordinary, lack, typical</i></li> </ul> <p><b>Phonics</b> p. UR28</p> <ul style="list-style-type: none"> <li>r-Controlled <i>er, ir, ur</i></li> </ul> <p><b>Spelling</b> p. UR29</p> <ul style="list-style-type: none"> <li>r-Controlled <i>er, ir, ur</i></li> </ul>  |
| <p align="center"><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.UR10</p> <ul style="list-style-type: none"> <li><i>break, family, heard, listen, once, pull</i></li> </ul> <p><b>Vocabulary Skill</b> p. UR10</p> <ul style="list-style-type: none"> <li>Unfamiliar Words</li> </ul> <p><b>Text-Based Comprehension</b> p. UR11-13</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p><b>Fluency</b> p. UR13</p> <ul style="list-style-type: none"> <li>Accuracy and Rate</li> </ul> | <p align="center"><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.UR20</p> <ul style="list-style-type: none"> <li><i>certainly, either, great, laugh, second, worst, you're</i></li> </ul> <p><b>Vocabulary Skill</b> p.UR20</p> <ul style="list-style-type: none"> <li><i>Dictionary/Glossary:Guide Words</i></li> </ul> <p><b>Text-Based Comprehension</b> p.UR21-23</p> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul> <p><b>Fluency</b> p. UR23</p> <ul style="list-style-type: none"> <li>Read with Expression</li> </ul> | <p align="center"><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.UR30</p> <ul style="list-style-type: none"> <li><i>above, ago, enough, toward, whole, word</i></li> </ul> <p><b>Vocabulary Skill</b> p. UR30</p> <ul style="list-style-type: none"> <li>Time and Order Words for Sequences</li> </ul> <p><b>Text-Based Comprehension</b> p. UR31-33</p> <ul style="list-style-type: none"> <li>Facts and Details</li> </ul> <p><b>Fluency</b> p. UR33</p> <ul style="list-style-type: none"> <li>Read with Appropriate Phrasing</li> </ul> |
| <p align="center"><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. UR6-UR15</p>  | <p align="center"><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. UR16-UR25</p>  | <p align="center"><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. SG26-SG35</p>  |
| <p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p.UR14</p> <ul style="list-style-type: none"> <li>Nouns</li> </ul> <p><b>Handwriting</b> p.UR14</p> <ul style="list-style-type: none"> <li>Letters <i>li, Uu, Rr</i>/Letter Size</li> </ul> <p><b>Wrap Up Week 1 Review</b> p. UR15</p>  | <p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p.UR24</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p><b>Handwriting</b> p.UR24</p> <ul style="list-style-type: none"> <li>Letters <i>Nn, Mm</i>/Letter size</li> </ul> <p><b>Wrap Up Week 2 Review</b> p. UR25</p>  | <p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p.UR34</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Handwriting</b> p.UR34</p> <ul style="list-style-type: none"> <li>Letter <i>Jj, Pp</i>/Letter Form</li> </ul> <p><b>Wrap Up Week 3 Review</b> p. UR35</p>  |
| <p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, H, I, J, K<br/>CC.1.5.2.A, B, C, D, E, F, G</p>  | <p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, F, I, H, J, K<br/>CC.1.5.2.A, B, C, F</p>  | <p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.A, C, H, I, J, K, L<br/>CC.1.5.2.A, B, C, D, E, G</p>   |

| Second Grade ELA Sequencing Document   |   |
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| Optional Unit 2 Review   |   |
| Day 4  | Day 5   |
| <p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.UR36</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>partnership, solution, survival, miserable, struggle, depend, familiar, insist</i></li> </ul> <p><b>Phonics</b> p. UR38</p> <ul style="list-style-type: none"> <li>Plurals</li> </ul> <p><b>Spelling</b> p. UR39</p> <ul style="list-style-type: none"> <li>Plurals <i>-s, -es, -ies</i></li> </ul>  | <p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p.UR46</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>conflict, pursue, resolve, deserve, mope, coax, ramp, startle</i></li> </ul> <p><b>Phonics</b> p. UR48</p> <ul style="list-style-type: none"> <li>Vowel Patterns <i>a, ai, ay</i></li> </ul> <p><b>Spelling</b> p. UR49</p> <ul style="list-style-type: none"> <li>Vowel Diagraphs <i>ai, ay</i></li> </ul>   |
| <p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.UR40</p> <ul style="list-style-type: none"> <li><i>bought, people, pleasant, probably, scared, shall, sign</i></li> </ul> <p><b>Vocabulary Skill</b> p. UR40</p> <ul style="list-style-type: none"> <li>Homophones</li> </ul> <p><b>Text-Based Comprehension</b> p. UR41-43</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p><b>Fluency</b> p. UR43</p> <ul style="list-style-type: none"> <li>Read with Expression</li> </ul> | <p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>High-Frequency Words</b> p.UR50</p> <ul style="list-style-type: none"> <li><i>behind, brought, door, everybody, minute, promise, sorry</i></li> </ul> <p><b>Vocabulary Skill</b> p. UR50</p> <ul style="list-style-type: none"> <li>Unfamiliar Words</li> </ul> <p><b>Text-Based Comprehension</b> p. UR51-53</p> <ul style="list-style-type: none"> <li>Compare and Contrast</li> </ul> <p><b>Fluency</b> p. UR53</p> <ul style="list-style-type: none"> <li>Read with Accuracy</li> </ul> |
| <p style="text-align: center;"><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. UR36-UR45</p>   | <p style="text-align: center;"><u>Differentiated Instruction</u><br/>(Small Group Time)<br/>p. UR46-UR55</p>  |
| <p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.UR44</p> <ul style="list-style-type: none"> <li>Plural Nouns That Change Spelling</li> </ul> <p><b>Handwriting</b> p.UR44</p> <ul style="list-style-type: none"> <li>Letter <i>Ww, Yy</i>/Letter Slant</li> </ul> <p><b>Wrap Up Week 4 Review</b> p. UR45</p>  | <p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.UR54</p> <ul style="list-style-type: none"> <li>Possessive Nouns</li> </ul> <p><b>Handwriting</b> p.UR54</p> <ul style="list-style-type: none"> <li>Letter <i>Qq, Vv</i>/Letter Spacing</li> </ul> <p><b>Wrap Up Week 5 Review</b> p. UR55</p>  |
| <p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.2.2.C, F, G, I, J, K<br/>CC.1.5.2.A, B, C, F</p>   | <p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E<br/>CC.1.3.2.A, B, C, D, E, G, H, I, J, K<br/>CC.1.5.2.A, B, C, D, E, F, G</p>   |

