

Second Grade ELA Sequencing Document		
Unit 4 Week 1 – A Froggy Fable		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.20j-21a/SE20-21</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>preserve, represent, valuable</i> SwM BB p.16 <p>Phonics/Spelling p. 22a-23d/SE 22-23</p> <ul style="list-style-type: none"> Final Syllable <i>-le</i> p.22a-23a/RWN 289/SE 22-23 READ Decodable Reader 16A p.23c-23d Reread for Fluency p.23d Spelling Pretest p.23b/LPI p.179 ✓ Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.26a-26b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>tough</i> <p>Phonics/Spelling p. 26c-26d</p> <ul style="list-style-type: none"> Final Syllable <i>-le</i> p.26c Review Comparative Endings <i>-er, -est</i> p.26c Spelling: Final Syllable <i>-le</i> p.26d/RWN p.293 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.42a-42b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>concentration, frown</i> Read Aloud Anthology: "Kimi's Ocean" <p>Phonics/Spelling p. 42c-42e</p> <ul style="list-style-type: none"> Build Words p.42c Fluent Word Reading p.42d Decode and Read p.42d Spelling: Dictation p.42e/RWN p.298
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 24a-25/RWN p.291/SE 24-25</p> <ul style="list-style-type: none"> Draw Conclusions Background Knowledge <p>Selection Vocabulary p.25a/RWN p.290</p> <ul style="list-style-type: none"> Selection Words: <i>clearing, crashed, perfect, pond, spilling, splashing, traveled</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p.26e-27</p> <ul style="list-style-type: none"> Review Selection Words: <i>clearing, crashed, perfect, pond, spilling, splashing, traveled</i> Skill: Multiple-Meaning Words p.26g-27/SE 26-27/RWN p.294 ✓ Monitor Progress – Check Selection Words/High-Frequency Words Reread for Fluency p.27 <p>Text-Based Comprehension p.27a-41a/SE 28-41</p> <ul style="list-style-type: none"> READ A Froggy Fable – 1st Read <p>Literary Text p. 41b</p> <ul style="list-style-type: none"> Moral Lessons as Themes 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 42f</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate <p>Selection Vocabulary p.42g</p> <ul style="list-style-type: none"> Selection Words: <i>clearing, crashed, perfect, pond, spilling, splashing, traveled</i> Multiple-Meaning Words <p>Text-Based Comprehension p. 27a-42h/SE 28-43/LPI p.178</p> <ul style="list-style-type: none"> READ A Froggy Fable – 2nd Read Monitor Progress – Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time)</p> <p>p. SG1-SG17</p>	<p><u>Differentiated Instruction</u> (Small Group Time)</p> <p>p. SG1-SG17</p>	<p><u>Differentiated Instruction</u> (Small Group Time)</p> <p>p. SG1-SG17</p>
<p><u>Language Arts</u></p> <p>Conventions p.25b/GT 16</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Writing p.25c-25d/RWN p.292</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p.25e</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.41c/RWN p.295</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Writing p.41d-41e/RWN p.296</p> <ul style="list-style-type: none"> Friendly Letter <p>Handwriting p.41f</p> <ul style="list-style-type: none"> Cursive Letters I, h, e/Letter Formation <p>Research and Inquiry p.41g/RT 16</p> <ul style="list-style-type: none"> Research Skill: Thesaurus 	<p><u>Language Arts</u></p> <p>Conventions p.44a/LPI p.181</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Writing p.44-45a/SE 44-45/WT 16A</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p.45b</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.A, B, C, D, E, F, G, H, J, 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.1.2.2.A, B, C, D, E, G, I, J, K CC.1.4.2.A, B, C, D, E, F, G, H, J, T, V, W, X 1.5.2.A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A, B, C, D, E, G, I, J, K CC.1.4.2.A, B, C, D, E, F, G, H, J, T, V, W, X 1.5.2.A, C</p>

Second Grade ELA Sequencing Document	
Unit 4 Week 1 – A Froggy Fable	
Day 4	Day 5
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.46a-46b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>homeland, patient</i> 46a-46b <p>Phonics/Spelling p. 46c-46g</p> <ul style="list-style-type: none"> Review Comparative Endings <i>-er, -est</i> p.46c/LPI 177 Spiral Review Fluent Word Reading p.46d READ Decodable Reader 16C p.46e-46f Spelling: Final Syllable <i>-le</i> p.46g/LPI p.180 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.52a-52b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "The Good Gift" ✓ Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 52c-52d</p> <ul style="list-style-type: none"> Review Final Syllable <i>-le</i> p.52c Spelling Test p.52d
<p align="center"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p.46h-51a/SE 46-51</p> <ul style="list-style-type: none"> READ "Ben the Bullfrog" – Paired Selection <p>Fluency p. 51b</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate ✓ Monitor Progress – Fluency Check 	<p align="center"><u>Read and Comprehend</u></p> <p>Vocabulary p.52-53/SE 52-53</p> <p>Fluency p. 53a</p> <p>Media Literacy p. 53a</p> <p>Text-Based Comprehension p. 53b</p> <ul style="list-style-type: none"> Review Draw Conclusions <p>Vocabulary p. 53b</p> <ul style="list-style-type: none"> Selection Words: <i>clearing, crashed, perfect, pond, spilling, splashing, traveled</i> <p>Genre p. 53c</p> <ul style="list-style-type: none"> Review Tall Tail <p>Assessment p. 53d</p> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<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. 51c/RWN p.300</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Writing p. 51d-51e/WT 16B</p> <ul style="list-style-type: none"> Friendly Letter <p>Media Literacy p. 51f</p> <ul style="list-style-type: none"> Describe Media Techniques <p>Research and Inquiry p. 51g/RWN p.297</p> <ul style="list-style-type: none"> Synthesize 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.53g/LPI p.182</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Writing p. 53h-53i/WT 16c</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p. 53j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 53k</p>
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.H, K CC.1.4.2.A, B, C, D,E ,F, G, H, J, T, U, V,W ,X 1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC1.3.2.J CC.1.4.2.A, B, C, D, E, F, G, H, J, T, U, V, W, X 1.5.2.A, C, F</p>

<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 4 Week 2 – Life Cycle of a Pumpkin		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.54j-55b/SE 54-55</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>adapt, annual, nutrients</i> SwM p.17 <p>Phonics/Spelling p. 56a-57d</p> <ul style="list-style-type: none"> Vowel Patterns <i>oo, u</i> p.56a-57a/SE p.56-57/RWN p.301 Spelling Pretest p.57b/LPI p.189 READ Decodable Reader 17A p.57c-57d Reread for Fluency p.57d ✓ Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.60a-60b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>blazing</i> Big Book: <i>Dust Bowl!</i> <p>Phonics/Spelling p. 60c</p> <ul style="list-style-type: none"> Vowel Patterns <i>oo, u</i> p.60c Review Short <i>u</i> p.60 Spelling: Vowel Patterns <i>oo, u</i> p.60d/RWN p.305 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.76a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>drought</i> Big Book: <i>Dust Bowl!</i> <p>Phonics/Spelling p. 76c-76f</p> <ul style="list-style-type: none"> Build Words p.76c Fluent Word Reading p.76d Decode and Read p.76d Spelling: Dictation p.76e/RWN p.310
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 58a-59/RWN p.303/SE p.58-59</p> <ul style="list-style-type: none"> Sequence Important Ideas <p>Selection Vocabulary p.59a/RWN p.302</p> <ul style="list-style-type: none"> Selection Words: <i>bumpy, fruit, harvest, root, smooth, soil, vine</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p.60e-61</p> <ul style="list-style-type: none"> ✓ Review Selection Words: <i>bumpy, fruit, harvest, root, smooth, soil, vine</i> ✓ Skill: Antonyms p.60g/RWN p.306 ✓ Monitor Progress – Check Selection Words/High-Frequency Words <p>Text-Based Comprehension p.61a-75a/SE 62-75</p> <ul style="list-style-type: none"> READ Life Cycle of a Pumpkin – 1st Read <p>Informational Text p. 75b</p> <ul style="list-style-type: none"> Author’s Message 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 76f</p> <ul style="list-style-type: none"> Read with Accuracy <p>Selection Vocabulary p.76g</p> <ul style="list-style-type: none"> Selection Words: <i>bumpy, fruit, harvest, root, smooth, soil, vine</i> Antonyms <p>Text-Based Comprehension p.61a-75a/ 76h-77a/SE p.62-77</p> <ul style="list-style-type: none"> READ Life Cycle of a Pumpkin – 2nd Read Monitor Progress – Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>
<p><u>Language Arts</u></p> <p>Conventions p.59b/GT p.17</p> <ul style="list-style-type: none"> Adjectives for Number, Size, and Shape <p>Writing p.59c-59d/RWN p.304</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Research and Inquiry p.59e</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.75c/RWN p.307</p> <ul style="list-style-type: none"> Adjectives for Number, Size, and Shape <p>Writing p.75d-75e/RWN p.308</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Handwriting p.75f</p> <ul style="list-style-type: none"> Cursive Letters t, i, u/Letter Slant <p>Research and Inquiry p.75g/RWN p.309</p> <ul style="list-style-type: none"> Research Skill: Personal Sources 	<p><u>Language Arts</u></p> <p>Conventions p.78a/LPI p.191</p> <ul style="list-style-type: none"> Adjectives for Number, Size, and Shape <p>Writing p.78-79a/SE 78-79</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Research and Inquiry p.79b</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.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, B, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC1.3.2.A, B, C, D, E, F, G, J, K CC 1.4.2.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC1.3.2.A, B, C, D, E, F, G, 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 4 Week 2 – Life Cycle of a Pumpkin	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p.80a-80b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>ancient, massive, sprout</i> Read Aloud Anthology: "The Big Tree" <p>Phonics/Spelling p. 80c-80g</p> <ul style="list-style-type: none"> Review Final Syllable <i>-le</i> p.80c/LPI p.187 Spiral Review Fluent Word Reading p.80d READ Decodable Reader 17C p.80e-80f Spelling: Vowel Patterns <i>oo, u</i> p.80g/LPI p.190 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p.82a-82b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "The Big Tree" ✓ Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 82c-82d</p> <ul style="list-style-type: none"> Review Vowel Patterns <i>oo, u</i> p.82c Spelling Test p.82d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Poetry in Reading p.80h-81/SE p.80-81</p> <ul style="list-style-type: none"> READ "How do seeds know which way is up?" – Paired Selection <p>Fluency p. 81b</p> <ul style="list-style-type: none"> Read with Accuracy ✓ Monitor Progress – Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 82-83/SE 82-83</p> <p>Vocabulary p.83a</p> <p>Fluency p. 83a</p> <p>Text-Based Comprehension p. 83b</p> <ul style="list-style-type: none"> Review Sequence <p>Vocabulary p. 83b</p> <ul style="list-style-type: none"> Review Selection Words: <i>fruit, soil, root, harvest, vine, bumpy, smooth</i> <p>Genre p. 83c</p> <ul style="list-style-type: none"> Review Poem <p>Assessment p. 83d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time)</p> <p style="text-align: center;">p. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time)</p> <p style="text-align: center;">p. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 81c/RWN p.312</p> <ul style="list-style-type: none"> Adjectives for Number, Size, and Shape <p>Writing p. 81d-81e</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Listening and Speaking p. 81f</p> <ul style="list-style-type: none"> Make an Announcement <p>Research and Inquiry p. 81g</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.83g/RWN p.192</p> <ul style="list-style-type: none"> Adjectives for Number, Size, and Shape <p>Writing p. 83h-83i</p> <ul style="list-style-type: none"> Expository Nonfiction <p>Research and Inquiry p. 83j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 83k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.F, H, K CC.1.4.2.A, B, C, D, E, F, T, V, W, X 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.J CC.1.4.2.A, B, C, D, E, F, T, V, W, X 1.5.2.A, C, F</p>

<p><u>Art Standards</u></p> <p>9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J</p>	<p>9.2.3D 9.2.3E 9.2.3F 9.2.3G</p>	<p>9.3.3F 9.3.3G</p>
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Second Grade ELA Sequencing Document		
Unit 4 Week 3 – Soil		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.84j-85b/SE 84-85</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>discovery, transform, underneath</i> SwM BB p.18 <p>Phonics/Spelling p. 86a-87d</p> <ul style="list-style-type: none"> Diphthongs <i>ou, ow, oi, oyp</i>.86a-87a/SE 86-84/RWN p.313 Spelling Pretest p.87b/LPI p.199 READ Decodable Reader 18A p.87c-87d Reread for Fluency p.87d ✓ Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.90a-90b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>blizzard</i> <p>Phonics/Spelling p. 90c-90d</p> <ul style="list-style-type: none"> Diphthongs <i>ou, ow, oi, oyp</i>.90c Review Vowel Patterns <i>oo, u</i>.90c Spelling: Diphthongs <i>ou, ow, oi, oy</i> p.90d/RWN p.317 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.110a-110b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>fine</i> Big Book: <i>Dust Bowl!</i> <p>Phonics/Spelling p. 110c-110e</p> <ul style="list-style-type: none"> Build Words p.110c Fluent Word Reading p.110d Decode and Read p.110d Spelling: Dictation p.110e/RWN p.322
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 88a-89/SE 88-89/RWN p.315</p> <ul style="list-style-type: none"> Fact and Opinion Questioning <p>Selection Vocabulary p.89a/RWN p.314</p> <ul style="list-style-type: none"> Selection Words: <i>grains, materials, particles, seeps, substances, texture</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p.90e--91</p> <ul style="list-style-type: none"> ✓ Review Selection Words: <i>grains, materials, particles, seeps, substances, texture</i> p.90e ✓ Skill: Suffixes p.90g-91/SE 90-91/RWN p.318 ✓ Reread for Fluency p.90-91 ✓ Monitor Progress – Check Selection Words/High-Frequency Words <p>Text-Based Comprehension p.91a-109a/SE 92-109</p> <ul style="list-style-type: none"> READ <i>Soil</i> – 1st Read <p>Informational Text p. 109b</p> <ul style="list-style-type: none"> Graphic Sources 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 110f</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing <p>Selection Vocabulary p.110g</p> <ul style="list-style-type: none"> Selection Words: <i>grains, materials, particles, seeps, substances, texture</i> Suffixes <p>Text-Based Comprehension p.91a-109a/SE92-109/p. 110h-111a/SE110-111</p> <ul style="list-style-type: none"> READ <i>Soil</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>
<p><u>Language Arts</u></p> <p>Conventions p.89b/GT 18</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Writing p.89c-89d/RWN p.316</p> <ul style="list-style-type: none"> Short Expository Report <p>Research and Inquiry p.89e</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.109c/RWN p.319</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Writing p.109d-109e/RWN p.320</p> <ul style="list-style-type: none"> Short Expository Report <p>Handwriting p.109f</p> <ul style="list-style-type: none"> Cursive Letters k, j, p/Letter Spacing <p>Research and Inquiry p.109g/RT 18</p> <ul style="list-style-type: none"> Research Skill: Diagram 	<p><u>Language Arts</u></p> <p>Conventions p.112a/LPI p.201</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Writing p.112-113a/WT 18A/SE112-113</p> <ul style="list-style-type: none"> Short Expository Report <p>Research and Inquiry p.113b</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC 1.4.2.A, B, C, D, E, F, 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.1.2.2.B, F, G, J, K CC 1.4.2.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, F, G, 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 4 Week 3 – Soil	
Day 4	Day 5
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.114a-114b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>incredible, landscape, molten</i> <p>Phonics/Spelling p. 114c-114g</p> <ul style="list-style-type: none"> Review Vowel Patterns <i>oo, u</i> p.114c/RWN p.197 Spiral Review Fluent Word Reading p.114d READ Decodable Reader 18C p.114e-114f Spelling: Diphthongs <i>ou, ow, oi, oy</i> p.114g/LPI p.200 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.118a-118b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: “Into the Volcano” ✓ Monitor Progress – Check Oral Vocabulary p.118b <p>Phonics/Spelling p. 118c-118d</p> <ul style="list-style-type: none"> Review Diphthongs <i>ou, ow, oi, oy</i> p.118c Spelling Test p.118d
<p align="center"><u>Read and Comprehend</u></p> <p>Science in Reading p.114h-117/SE 114-117</p> <ul style="list-style-type: none"> READ “Burrowing Animals”– Paired Reading <p>Fluency p. 117a</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing ✓ Monitor Progress – Fluency Check 	<p align="center"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 118-119/SE118-119</p> <p>Vocabulary p.119a</p> <p>Fluency p. 119a</p> <p>Text-Based Comprehension p. 119b</p> <ul style="list-style-type: none"> Review Fact and Fiction <p>Vocabulary p. 119b</p> <ul style="list-style-type: none"> Review Selection Words: <i>grains, materials, particles, seeps, substances, texture</i> <p>Genre p. 119c</p> <ul style="list-style-type: none"> Review Expository Text <p>Assessment p. 119d</p> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG35-SG51</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG35-SG51</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p. 117b/RWN p.324</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Writing p. 117c-117d/WT 18B</p> <ul style="list-style-type: none"> Short Expository Report <p>Listening and Speaking p. 117e</p> <ul style="list-style-type: none"> Speak Well <p>Research and Inquiry p. 117f</p> <ul style="list-style-type: none"> Synthesize 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.119g/LPI p.202</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Writing p. 119h-119i/WT 18C</p> <ul style="list-style-type: none"> Short Expository Report <p>Research and Inquiry p. 119j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 119k</p>
<p align="center"><u>Standards</u></p> <p>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</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.J CC 1.4.2.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, C</p>

Art Standards		
9.1.3A	9.2.3D	9.3.3F
9.1.3B	9.2.3E	9.3.3G
9.1.3E	9.2.3F	9.3.3J
9.1.3H	9.2.3G	

Second Grade ELA Sequencing Document		
Unit 4 Week 4 – The Night the Moon Fell		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.120j-121/SE 120-121</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>adjust, landmark, unexpected</i> SwM BB p.19 <p>Phonics/Spelling p. 122a-123d</p> <ul style="list-style-type: none"> Syllable Patterns p.122a-123/SE 122-123/p.123a/RWN p.325 Spelling Pretest p.123b/LPI p.209 READ Decodable Reader 19A p.123c-123d Reread for Fluency p.123d ✓ Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.126a-126b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>quiver, tease</i> Read Aloud Anthology: "All the Same, Only Different" <p>Phonics/Spelling p. 126c-126d</p> <ul style="list-style-type: none"> Syllable Patterns p.126c Review Final Syllable <i>-le</i> p.126c Spelling: Syllable Patterns p.126d/RWN p.329 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.144a-144b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>foreign</i> Read Aloud Anthology: "All the Same, Only Different" <p>Phonics/Spelling p. 144c-144e</p> <ul style="list-style-type: none"> Build Words p.144c Fluent Word Reading p.144d Blend and Read p.144d Spelling: Dictation p.144e/RWN p.334
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 124a-125/SE 124-125/RWN p.327</p> <ul style="list-style-type: none"> Plot and Theme Visualize <p>Selection Vocabulary p.125a/RWN p.326</p> <ul style="list-style-type: none"> Selection Words: <i>balance, canyons, coral, rattle, slivers, sway, whisper</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p.126e-127</p> <ul style="list-style-type: none"> ✓ Review Selection Words: <i>balance, canyons, coral, rattle, slivers, sway, whisper</i> p.126e ✓ Skill: Multiple-Meaning Words p.126g-127/SE 126-27/RWN p.330 ✓ Reread for Fluency p.126-127 ✓ Monitor Progress – Check Selection Words/High-Frequency Words <p>Text-Based Comprehension p.127a-143a/SE128-143</p> <ul style="list-style-type: none"> READ <i>The Night the Moon Fell</i> – 1st Read <p>Literary Text p. 143a</p> <ul style="list-style-type: none"> Sensory Words 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 144f</p> <ul style="list-style-type: none"> Read with Expression <p>Selection Vocabulary p.144g</p> <ul style="list-style-type: none"> Selection Words: <i>balance, canyons, coral, rattle, slivers, sway, whisper</i> Multiple-Meaning Words <p>Text-Based Comprehension p. 144h/127a-143a/SE 128-143/p.144-145a/SE144-145/LPI p.208</p> <ul style="list-style-type: none"> READ <i>The Night the Moon Fell</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>
<p><u>Language Arts</u></p> <p>Conventions p.125b/GT 19</p> <ul style="list-style-type: none"> Adverbs That Tell When and Where <p>Writing p.125c-125d/RWN p.328</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p.125e</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.143b/RWN p.331</p> <ul style="list-style-type: none"> Adverbs That Tell When and Where <p>Writing p.143c-143d/RWN p.332</p> <ul style="list-style-type: none"> Narrative Poem <p>Handwriting p.143e</p> <ul style="list-style-type: none"> Cursive Letters a, d, c/Word Spacing <p>Research and Inquiry p.143f/RT19/RWN p.333</p> <ul style="list-style-type: none"> Research Skill: E-mail 	<p><u>Language Arts</u></p> <p>Conventions p.146a/LPI p.211</p> <ul style="list-style-type: none"> Adverbs That Tell When and Where <p>Writing p.146-147a/WT 19A</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p.147b</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, R, 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, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, U, 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, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, U, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 4 Week 4 – The Night the Moon Fell	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p.148a-148b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>accent, forlorn</i> Read Aloud Anthology: "The Brand New Kid" <p>Phonics/Spelling p. 148c-148g</p> <ul style="list-style-type: none"> Review Diphthongs <i>ou, ow, oi, oyp</i>.148c/LPI p.207 Spiral Review Fluent Word Reading p.148d READ Decodable Reader 19C p.148e-148f Spelling: Syllable Patterns p.148g/LPI p.210 	<p>Content Knowledge p.152a-152b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "The Brand New Kid" ✓ Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 152c-152d</p> <ul style="list-style-type: none"> Review Syllable Patterns p.152c Spelling Test p.152d
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>21st Century Skills p.148h-151/SE 148-151</p> <ul style="list-style-type: none"> ✓ E-Mail READ "A New House"– Paired Reading <p>Fluency p. 151a</p> <ul style="list-style-type: none"> Read with Expression ✓ Monitor Progress – Fluency Check 	<p>Media Literacy p. 152-153/SE 152-153</p> <p>Vocabulary p.153a</p> <p>Fluency p. 153a</p> <p>Text-Based Comprehension p. 153b</p> <ul style="list-style-type: none"> Review Plot and Theme <p>Vocabulary p. 153b</p> <ul style="list-style-type: none"> Review Selection Words: <i>balance, canyons, coral, rattle, slivers, sway, whisper</i> <p>Genre p. 153c</p> <ul style="list-style-type: none"> Review Myth <p>Assessment p. 153d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time)	<u>Differentiated Instruction</u> (Small Group Time)
p. SG52-SG68	p. SG52-SG68
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p. 151b/RWN p.336</p> <ul style="list-style-type: none"> Adverbs That Tell When and Where <p>Writing p. 151c-151d/WR 19B</p> <ul style="list-style-type: none"> Narrative Poem <p>Media Literacy p. 151e</p> <ul style="list-style-type: none"> Describe Media Techniques <p>Research and Inquiry p. 151f</p> <ul style="list-style-type: none"> Synthesize 	<p>Conventions p.153g/LPI p.212</p> <ul style="list-style-type: none"> Adverbs That Tell When and Where <p>Writing p. 153h-153i/WT 19c</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p. 153j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 153k</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, R, 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, R, T, U, V, W, X CC.1.5.2. A, C, F</p>

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

Second Grade ELA Sequencing Document

Unit 4 Week 5 – The First Tortilla

Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.154j-155b/SE 154-155</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>condition, predict, terrifying</i> SwM BB p.20 <p>Phonics/Spelling p. 156a-157d</p> <ul style="list-style-type: none"> Vowel Digraphs <i>oo, ue, ew, ui</i> p.156a-157a/SE 156-157/RWN p.337 Spelling Pretest p.157b/LPI 219 READ Decodable Reader 20A p.157c-157d Reread for Fluency p.157d ✓ Monitor Progress – Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.160a-160b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>breeze, whip</i> Read Aloud Anthology: "Happy Birthday, Old Man Winter!" <p>Phonics/Spelling p. 160c-160d</p> <ul style="list-style-type: none"> <i>oo, ue, ew, ui, /i/</i> p.160c Review <i>oo /i/</i> p.160c Spelling: Vowel Digraphs <i>oo, ue, ew, ui</i> p.160d/RWN p.341 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.178a-178b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>sparkle</i> Read Aloud Anthology: "Happy Birthday, Old Man Winter!" <p>Phonics/Spelling p. 178c-178e</p> <ul style="list-style-type: none"> Sort Words p.178c Fluent Word Reading p.178d Blend and Read p.178d Spelling: Dictation p.178e/RWN p.346
<p align="center"><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 158a-159/SE158-19/RWN p.339</p> <ul style="list-style-type: none"> Plot and Theme Monitor and Clarify <p>Selection Vocabulary p.159a/RWN p.338</p> <ul style="list-style-type: none"> Selection Words: <i>awaken, cliffs, mountain, prize, rainbow, suffer, volcano</i> 	<p align="center"><u>Read and Comprehend</u></p> <p>Selection Vocabulary p.160e-161</p> <ul style="list-style-type: none"> ✓ Review Selection Words: <i>awaken, cliffs, mountain, prize, rainbow, suffer, volcano</i> p.160e-160f ✓ Skill: Prefixes p.160g-161/SE 160-161/RWN p.342 ✓ Reread for Fluency p.160-161 ✓ Monitor Progress – Check Selection Words/High-Frequency Words <p>Text-Based Comprehension p.161a-177a/SE 162-177</p> <ul style="list-style-type: none"> READ <i>The First Tortilla</i> – 1st Read <p>Literary Text p. 177a</p> <ul style="list-style-type: none"> Moral Lessons as Themes 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 178f</p> <ul style="list-style-type: none"> Expression and Intonation <p>Selection Vocabulary p.178g</p> <ul style="list-style-type: none"> Selection Words: <i>awaken, cliffs, mountain, prize, rainbow, suffer, volcano</i> Prefixes <p>Text-Based Comprehension p. 161a-177/178h-179a/SE 166-177/178-179</p> <ul style="list-style-type: none"> READ <i>The First Tortilla</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.159b/GT 20</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Writing p.159c-159d/RWN p.340</p> <ul style="list-style-type: none"> Thank-You Note <p>Research and Inquiry p.159e</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.177b/RWN p.343</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Writing p.177c-177d/RWN p.344</p> <ul style="list-style-type: none"> Thank-You Note <p>Handwriting p.177e</p> <ul style="list-style-type: none"> Cursive Letters n, m, x/Letter Size <p>Research and Inquiry p.177f/RT 20</p> <ul style="list-style-type: none"> Research Skill: Natural and Personal Sources 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.180a/LPI p.221</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Writing p.180-182/SE 180-181/WT 20A</p> <ul style="list-style-type: none"> Thank-You Note <p>Research and Inquiry p.181b</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, R, 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, I, J, K CC 1.4.2.M, N, O, P, Q, R, 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, F, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, U, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 4 Week 5 – The First Tortilla	
Day 4	Day 5
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.182a-182b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>funnel, swirl</i> Read Aloud Anthology: ‘Twisters!’ <p>Phonics/Spelling p. 182c-182g</p> <ul style="list-style-type: none"> Review Syllable Patterns p.182c/LPI p.217 Spiral Review Fluent Word Reading p.182d READ Decodable Reader 20C/182e-182f Spelling: Vowel Digraphs <i>oo, ue, ew, ui</i> p.182g/LPI 220 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.186a-186b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: ‘Twisters!’ ✓ Monitor Progress – Check Oral Vocabulary p.186b <p>Phonics/Spelling p. 186c-186d</p> <ul style="list-style-type: none"> Review Vowel Digraphs <i>oo, ue, ew, u</i> p.186ci Spelling Test p.186d
<p align="center"><u>Read and Comprehend</u></p> <p>Science in Reading p.182h-185/SE 182-185</p> <ul style="list-style-type: none"> READ “Wind”– Paired Reading <p>Fluency p. 185a</p> <ul style="list-style-type: none"> Expression and Intonation ✓ Monitor Progress – Fluency Check 	<p align="center"><u>Read and Comprehend</u></p> <p>Vocabulary p.186-187/SE 186-187</p> <p>Fluency p. 187a</p> <p>Listening and Speaking 187a</p> <p>Text-Based Comprehension p. 187b</p> <ul style="list-style-type: none"> Review Plot and Theme <p>Vocabulary p. 187b</p> <ul style="list-style-type: none"> Review Selection Words: <i>awaken, cliffs, mountain, prize, rainbow, suffer, volcano</i> <p>Genre p. 187c</p> <ul style="list-style-type: none"> Review Legend <p>Assessment p. 187d</p> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG69-SG85</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG69-SG85</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p. 185b/RWN p.348</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Writing p. 185c-185d/WT 20B</p> <ul style="list-style-type: none"> Thank-You Note <p>Listening and Speaking p. 185e</p> <ul style="list-style-type: none"> Give an Oral Summary <p>Research and Inquiry p. 185f</p> <ul style="list-style-type: none"> Synthesize 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.187g/LPI p.222</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Writing p. 187h-187i/WT p.20c</p> <ul style="list-style-type: none"> Thank-You Note <p>Research and Inquiry p. 187j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 187k</p>
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. H, K CC 1.4.2.M, N, O, P, Q, R, T, U, V, W, X CC 1.5.2. A, C, D, E, G</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F</p>

<p><u>Art Standards</u></p> <p>9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J</p>	<p>9.2.3D 9.2.3E 9.2.3F 9.2.3G</p>	<p>9.3.3D 9.3.3F 9.3.3G</p>
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Second Grade ELA Sequencing Document		
Optional Unit 4 Review		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.UR6</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>preserve, represent, valuable, tough, concentration, frown, homeland, patient</i> <p>Phonics p. UR8</p> <ul style="list-style-type: none"> Final Syllable <i>-le</i> <p>Spelling p. UR9</p> <ul style="list-style-type: none"> Final Syllable <i>-le</i> 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.UR16</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>adapt, annual, nutrients, blazing, drought, ancient, massive, sprout</i> <p>Phonics p. UR18</p> <ul style="list-style-type: none"> Vowel Patterns <i>oo, u</i> <p>Spelling p. UR19</p> <ul style="list-style-type: none"> Vowel Patterns <i>oo, u</i> 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.UR26</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>discovery, transform, underneath, blizzard, fine, incredible, landscape, molten</i> <p>Phonics p. UR28</p> <ul style="list-style-type: none"> Diphthongs <i>ou, ow, oi, oy</i> <p>Spelling p. UR29</p> <ul style="list-style-type: none"> Diphthongs <i>ou, ow, oi, oy</i>
<p align="center"><u>Read and Comprehend</u></p> <p>Selection Words p.UR10</p> <ul style="list-style-type: none"> <i>clearing, crashed, perfect, pond, spilling, splashing, traveled</i> <p>Vocabulary Skill p. UR10</p> <ul style="list-style-type: none"> Multiple-Meaning Words <p>Text-Based Comprehension p. UR11-13</p> <ul style="list-style-type: none"> Draw Conclusions <p>Fluency p. UR13</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate 	<p align="center"><u>Read and Comprehend</u></p> <p>Selection Words p.UR20</p> <ul style="list-style-type: none"> <i>bumpy, fruit, harvest, root, smooth, soil, vine</i> <p>Vocabulary Skill p.UR20</p> <ul style="list-style-type: none"> <i>Antonyms</i> <p>Text-Based Comprehension p.UR21-23</p> <ul style="list-style-type: none"> Sequence <p>Fluency p. UR23</p> <ul style="list-style-type: none"> Read with Accuracy 	<p align="center"><u>Read and Comprehend</u></p> <p>Selection Words p.UR30</p> <ul style="list-style-type: none"> <i>grains, materials, particles, seeps, substances, texture</i> <p>Vocabulary Skill p. UR30</p> <ul style="list-style-type: none"> Suffixes <p>Text-Based Comprehension p. UR31-33</p> <ul style="list-style-type: none"> Facts and Opinion <p>Fluency p. UR33</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. UR6-UR15</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. UR16-UR25</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG26-SG35</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.UR14</p> <ul style="list-style-type: none"> Adjectives and Our Senses <p>Handwriting p.UR14</p> <ul style="list-style-type: none"> Cursive Letters <i>l, h, e</i>/Letter Formation <p>Wrap Up Week 1 Review p. UR15</p>	<p align="center"><u>Language Arts</u></p> <p>Conventions p.UR24</p> <ul style="list-style-type: none"> Adjectives for Numbers, Size, and Shape <p>Handwriting p.UR24</p> <ul style="list-style-type: none"> Cursive Letters <i>t, i, u</i>/Letter Slant <p>Wrap Up Week 2 Review p. UR25</p>	<p align="center"><u>Language Arts</u></p> <p>Conventions p.UR34</p> <ul style="list-style-type: none"> Comparative and Superlative Adjectives <p>Handwriting p.UR34</p> <ul style="list-style-type: none"> Cursive Letters <i>k, j, p</i>/Letter Spacing <p>Wrap Up Week 3 Review p. UR35</p>
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A, B, C, D, E, G, H, I, J, K 1.5.2.A, B, C, F</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC1.3.2.A, B, C, D, E, F, G, H, J, K 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 CC.1.2.2.B, F, G, I, J, K, L CC 1.5.2. A, B, C, D, E, F, G</p>

Second Grade ELA Sequencing Document

Optional Unit 4 Review

Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p.UR36</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>adjust, landmark, unexpected, quiver, foreign, tease, accent, forlorn</i> <p>Phonics p. UR38</p> <ul style="list-style-type: none"> Syllable Patterns <p>Spelling p. UR39</p> <ul style="list-style-type: none"> Syllable Patterns 	<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>condition, predict, terrifying, breeze, whip, sparkle, funnel, swirl</i> <p>Phonics p. UR48</p> <ul style="list-style-type: none"> Vowel Digraphs <i>oo, ue, ew, ui</i> <p>Spelling p. UR49</p> <ul style="list-style-type: none"> Vowel Digraphs <i>oo, ue, ew, ui</i>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Selection Words p.UR40</p> <ul style="list-style-type: none"> <i>balance, canyons, coral, rattle, slivers, sway, whisper</i> <p>Vocabulary Skill p. UR40</p> <ul style="list-style-type: none"> Multiple-Meaning Words <p>Text-Based Comprehension p. UR41-43</p> <ul style="list-style-type: none"> Plot and Theme <p>Fluency p. UR43</p> <ul style="list-style-type: none"> Read with Expression (Characterization) 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Selection Words p.UR50</p> <ul style="list-style-type: none"> <i>awaken, cliffs, mountain, prize, rainbow, suffer, volcano</i> <p>Vocabulary Skill p. UR50</p> <ul style="list-style-type: none"> Prefixes <p>Text-Based Comprehension p. UR51-53</p> <ul style="list-style-type: none"> Plot and Theme <p>Fluency p. UR53</p> <ul style="list-style-type: none"> Read with 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"> Adverbs That Tell When and Where <p>Handwriting p.UR44</p> <ul style="list-style-type: none"> Cursive Letters <i>a, d, c</i> Word Spacing <p>Wrap Up Week 4 Review p. UR45</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.UR54</p> <ul style="list-style-type: none"> Adverbs That Tell How <p>Handwriting p.UR54</p> <ul style="list-style-type: none"> Cursive Letters <i>n, m, x</i> Letter Size <p>Wrap Up Week 5 Review p. UR55</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, H, I, J, K CC.1.5.2. A, B, C, D, E, F, 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, H, I, J, K CC.1.5.2. A, B, C, D, E, F, G</p>