

Second Grade ELA Sequencing Document		
Unit 5 Week 1 – Firefighter!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 190j-191b/SE190-191/SwM BB p.21</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>community, responsible, teamwork</i></li> </ul> <p><b>Phonics/Spelling</b> p.192a-193d</p> <ul style="list-style-type: none"> <li>Suffixes <i>-ly, -ful, -er, -or, -ish</i> p.192a-193a/SE192-193/RWN p.385</li> <li>Spelling Pretest p.193b/LPI p.237</li> <li><b>READ</b> Decodable Reader 21A p.193c</li> <li>Reread for Fluency</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. 196a-196b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>operation</i></li> <li>Big Book: <i>Animal Hospital</i></li> </ul> <p><b>Phonics/Spelling</b> p.196c-196d</p> <ul style="list-style-type: none"> <li>Suffixes <i>-ly, -ful, -er, -or, -ish</i> p.196c</li> <li><b>Review:</b> Comparative Endings – <i>er, -est</i> p.196c</li> <li><b>Spelling:</b> Suffixes <i>-ly, -ful, -er -or</i>, p.196d/RWN p.389</li> </ul>	<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 212a-212b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>instrument</i></li> <li>Big Book: <i>Animal Hospital</i></li> </ul> <p><b>Phonics/Spelling</b> p.212c-212f</p> <ul style="list-style-type: none"> <li>Sort Words p.212c</li> <li>Fluent Word Reading p.212d</li> <li>Decode and Read p.212d</li> <li><b>Spelling:</b> Dictation p.212e/RWN p.394</li> </ul>
<p><u>Read and Comprehend</u></p> <p><b>Text-Based Comprehension</b> p.194a-195/SE194-195/RWN p.387&amp;395</p> <ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>Important Ideas</li> </ul> <p><b>Selection Vocabulary</b> p. 195a</p> <ul style="list-style-type: none"> <li>Selection Words: <i>building, burning, masks, quickly, roar, station, tightly</i></li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Selection Vocabulary</b> p. 196e</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>building, burning, masks, quickly, roar, station, tightly</i></li> <li>✓ <b>Monitor Progress:</b> Check Selection Words/High-Frequency Words</li> </ul> <p><b>Skill</b> p. 196g-197/SE196-197/RWN p.390</p> <ul style="list-style-type: none"> <li>Suffix <i>-ly</i></li> <li>Reread for Fluency p.196-197</li> </ul> <p><b>Text-Based Comprehension</b> p.197a-211a/SE 198-211</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Fire Fighter!</i>-1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p.211b</p> <ul style="list-style-type: none"> <li>Word choice</li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 212f</p> <ul style="list-style-type: none"> <li>Accuracy</li> </ul> <p><b>Selection Vocabulary</b> p. 212g</p> <ul style="list-style-type: none"> <li>Selection Words: <i>building, burning, masks, quickly, roar, station, tightly</i></li> <li>Suffix <i>-ly</i></li> </ul> <p><b>Text Based Comprehension</b> p. 197a-211a/212h-213a/SE198-211/SE212-213</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Fire Fighter!</i>- 2nd Read</li> <li>✓ <b>Monitor Progress-</b> Check Retelling</li> </ul>
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17</p>
<p>Language Arts</p> <p><b>Conventions</b> p.195b/GT 21</p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p><b>Writing</b> p.195c-195d/RWN p.388</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.195e</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p>Language Arts</p> <p><b>Conventions</b> p.211c/RWN p.391</p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p><b>Writing</b> p.211d-211e/RWN p.392</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Handwriting</b> p. 211f</p> <ul style="list-style-type: none"> <li>Cursive <i>g,y,q</i>/Letter Smoothness</li> </ul> <p><b>Research and Inquiry</b> p.211g</p> <ul style="list-style-type: none"> <li>Research Skill: Online Directory</li> </ul>	<p>Language Arts</p> <p><b>Conventions</b> p.214a/LPI 239</p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p><b>Writing</b> p.214-215a/WT 21A</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p.215b</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 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, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 5 Week 1 – Firefighter!	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p><b>Content Knowledge</b> p. 216a-216b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>caretaker, lug, supplies</i></li> <li>Read Aloud Anthology: "Ahmed, the Boab's Son"</li> </ul> <p><b>Phonics/Spelling</b> p.216c–216g</p> <ul style="list-style-type: none"> <li><b>Review:</b> Vowel Digraphs <i>oo,ue,ew,ui</i> p.216c/LPI 235</li> <li><b>Spiral Review:</b> Fluent Word Reading p.216d</li> <li><b>READ</b> Decodable Reader 21C p.216e</li> <li><b>Spelling:</b> Suffixes <i>-ly,-ful,-er,-or</i> p.216g/LPI p.238</li> </ul>	<p><b>Content Knowledge</b> p. 220a-220b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Oral Vocabulary</li> <li><b>Read Aloud Anthology:</b> "Ahmed, the Boab's Son"</li> <li>✓ <b>Monitor Progress:</b> Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p.220c-220d</p> <ul style="list-style-type: none"> <li><b>Review:</b> Suffixes <i>-ly,-ful,-er,-or,ish</i> p.220c</li> <li>Spelling Test p.220d</li> </ul>
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p><b>Social Studies in Reading</b> p. 216h-219/SE216-217</p> <ul style="list-style-type: none"> <li><b>READ</b> "Firefighting Teamwork" Paired Reading</li> </ul> <p><b>Fluency</b> p. 219a</p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>✓ <b>Monitor Progress:</b> Fluency Check</li> </ul>	<p><b>Vocabulary</b> p. 220-221/SE220-221</p> <p><b>Fluency</b> p. 221a</p> <p><b>Media Literacy</b> p. 221a</p> <p><b>Text-Based Comprehension</b> p.221b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Fact and Opinion</li> </ul> <p><b>Vocabulary</b> p. 221b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>building, burning, masks, quickly, roar, station, tightly</i></li> </ul> <p><b>Genre</b> p. 221c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Drama</li> </ul> <p><b>Assessment</b> p. 221d</p> <li>✓ <b>Monitor Progress:</b> Sentence Reading; Fluency and Comprehension</li>
<u>Differentiated Instruction</u>	<u>Differentiated Instruction</u>
(Small Group Time) p. SG1-SG17	(Small Group Time) p. SG1-SG17
Language Arts	Language Arts
<p><b>Conventions</b> p.219b/RWN p.396</p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p><b>Writing</b> p.219c-219d/WT 21B</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Media Literacy</b> p. 219e</p> <ul style="list-style-type: none"> <li>Identify Cultural Characteristic in Media</li> </ul> <p><b>Research and Inquiry</b> pg. 219f</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<p><b>Conventions</b> p.221g/LPI 240</p> <ul style="list-style-type: none"> <li><b>Review:</b> Pronouns</li> </ul> <p><b>Writing</b> p.221h-221i/WT 21C</p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> </ul> <p><b>Research and Inquiry</b> p. 221j/RWN p.393</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p.221k</p>
<u>Standards</u>	<u>Standards</u>
<p>CC.1.1.2.D, E</p> <p>CC.1.3.2.H, K</p> <p>CC 1.4.2.M, N, O, P, Q, R, T, U, V, W, X</p> <p>CC 1.5.2. A, C, D, E, G</p>	<p>CC.1.1.2.D, E</p> <p>CC.1.3.2.J</p> <p>CC 1.4.2.M, N, O, P, Q, R, T, V, W, X</p> <p>CC 1.5.2. A, C, F</p>

Art Standards

9.1.3.A  
9.1.3B  
9.1.3E  
9.1.3H  
9.1.3J

9.2.3D  
9.2.3E  
9.2.3F  
9.2.3G

9.3.3F  
9.3.3G

Second Grade ELA Sequencing Document		
Unit 5 Week 2– Carl the Complainer		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 222j-223b/SE222-223/SwM BB p.22</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>concern, contribute, persuade</i></li> </ul> <p><b>Phonics/Spelling</b> p.224a-225d</p> <ul style="list-style-type: none"> <li>Prefixes: <i>un-,re-,pre-,dis-</i> p.224a-225a/SE 224-225/RWN p.397</li> <li>Spelling Pretest p.225b/LPI p.247</li> <li><b>READ:</b> Decodable Reader 22A p.225c-225d</li> <li>Reread for Fluency p.225d</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. 228a-228b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>fragile</i></li> </ul> <p><b>Phonics/Spelling</b> p.228c-228d</p> <ul style="list-style-type: none"> <li>Prefixes: <i>un-,re-,pre-,dis-</i>p.228c</li> <li><b>Review:</b> Suffixes <i>-ly, -ful, -er, -or, -ish</i> p.228c</li> <li><b>Spelling:</b> Prefixes: <i>un-,re-,pre-,dis-</i> p.228d/RWN p.401</li> </ul>	<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 248a-248b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>pellets</i></li> <li>Big Book: <i>Animal Hospital</i></li> </ul> <p><b>Phonics/Spelling</b> p.248c-248e</p> <ul style="list-style-type: none"> <li>Sort Words p.248c</li> <li>Fluent Word Reading p.248d</li> <li>Decode and Read p.248d</li> <li><b>Spelling:</b> Dictation p.248e/RWN p.406</li> </ul>
<p><u>Read and Comprehend</u></p> <p><b>Text-Based Comprehension</b> p. 226a-227/SE226-227/RWN p.399&amp;407</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> <li>Visualize</li> </ul> <p><b>Selection Vocabulary</b> p.227a/RWN p.398</p> <ul style="list-style-type: none"> <li>Selection Words: <i>annoy, complain, mumbles, P.M., signature, shrugs</i></li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Selection Vocabulary</b> p. 228e</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>annoy, complain, mumbles, P.M., signature, shrugs</i></li> <li>✓ <b>Monitor Progress:</b> Check Selection Words/High-Frequency Words</li> </ul> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Dictionary Skills p. 228g-229/SE228-229/RWN p.402</li> <li>Reread for Fluency p.228-229</li> </ul> <p><b>Text Based Comprehension</b> p. 229a-247a/SE230-247</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Carl the Complainer</i>- 1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p.247b</p> <ul style="list-style-type: none"> <li>Speaker/Narrator</li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 248f</p> <ul style="list-style-type: none"> <li>Accuracy and Appropriate Rate</li> </ul> <p><b>Selection Vocabulary</b> p. 248g</p> <ul style="list-style-type: none"> <li>Selection Words: <i>annoy, complain, mumbles, P.M., signature, shrugs</i></li> <li>Dictionary Skills</li> </ul> <p><b>Text Based Comprehension</b> p.229a-247a/248h-249a/SE230-247/248-249/LPI 246</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Carl the Complainer</i>- 2<sup>nd</sup> Read</li> <li>✓ <b>Monitor Progress</b>- Check Retelling</li> </ul>
<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><b>Conventions</b> p.227b/GT22</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p><b>Writing</b> p.227c-227d/RWN p.400</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p><b>Research and Inquiry</b> p.227e</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u></p> <p><b>Conventions</b> p.247c/RWN p.403</p> <ul style="list-style-type: none"> <li>Singular and Plural Pronouns</li> </ul> <p><b>Writing</b> p.247d-247e/RWN p.404</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p><b>Handwriting</b> p. 247f</p> <ul style="list-style-type: none"> <li>Cursive <i>o,w,b,v</i>Letter Spacing</li> </ul> <p><b>Research and Inquiry</b> p.247g/RT 22</p> <ul style="list-style-type: none"> <li>Research Skill: Bar Graph</li> </ul>	<p><u>Language Arts</u></p> <p><b>Conventions</b> p.250a/LPI p.249</p> <ul style="list-style-type: none"> <li>Singular and Plural Pronouns</li> </ul> <p><b>Writing</b> p.250-251-251a/SE250-251/WT 22A</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p><b>Research and Inquiry</b> p.251b</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 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, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. A, B, C, D, E, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 5 Week 2– Carl the Complainer	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 252a-252b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>litter, pollute, release</i></li> <li>Read Aloud Anthology: "Bringing Back Salmon"</li> </ul> <p><b>Phonics/Spelling</b> p.252c-252g</p> <ul style="list-style-type: none"> <li><b>Review:</b> Suffixes <i>-ly, -ful, -er, -or, -ish</i> p.252c/LPI 245</li> <li><b>Spiral Review:</b> Fluent Word Reading p.252d</li> <li><b>READ</b> Decodable Reader 22C p.252e-252f</li> <li><b>Spelling:</b> Prefixes: <i>un-,re-,pre-,dis-</i> p.252g/LPI p.248</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 254a-252b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Oral Vocabulary</li> <li><b>Read Aloud Anthology:</b> "Bringing Back Salmon"</li> <li>✓ <b>Monitor Progress:</b> Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p.254c-254d</p> <ul style="list-style-type: none"> <li><b>Review:</b> Prefixes: <i>un-,re-,pre-,dis-</i> p.254c</li> <li>Spelling Test p.254d</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Poetry in Reading</b> p. 252h-253a/SE252-253</p> <ul style="list-style-type: none"> <li><b>READ</b> "Fishermen"—Paired Reading</li> </ul> <p><b>Fluency</b> p. 253b</p> <ul style="list-style-type: none"> <li>Accuracy and Appropriate Rate</li> <li>✓ <b>Monitor Progress:</b> Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Vocabulary</b> p. 254-255/SE254-255</p> <p><b>Listening and Speaking</b> p. 255a</p> <p><b>Fluency</b> p. 255a</p> <p><b>Text-Based Comprehension</b> p. 255b</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p><b>Vocabulary</b> p. 255b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>annoy, complain, mumbles, P.M., signature, shrugs</i></li> </ul> <p><b>Genre</b> p. 255c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Poetry</li> </ul> <p><b>Assessment</b> p. 255d</p> <li>✓ <b>Monitor Progress:</b> Sentence Reading; Fluency and Comprehension</li>
<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.253c/RWN p.408</p> <ul style="list-style-type: none"> <li>Singular and Plural Pronouns</li> </ul> <p><b>Writing</b> p.253d-253e/WT 22B</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p><b>Listening and Speaking</b> p. 253f</p> <ul style="list-style-type: none"> <li>Organize and Give a Demonstration</li> </ul> <p><b>Research and Inquiry</b> p. 253g</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.255g/LPI p.250</p> <ul style="list-style-type: none"> <li><b>Review:</b> Singular and Plural Pronouns</li> </ul> <p><b>Writing</b> p.255h-255i/WT 22C</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p><b>Research and Inquiry</b> p. 255j/RWN p.405</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p.255k</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.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, D, E, G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F</p>

<u>Art Standards</u> 9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3I 9.1.3J	9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G
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Second Grade ELA Sequencing Document		
Unit 5 Week 3– Bad Dog, Dodger!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 256j-257a-b/SE256-257</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>behavior, cooperate, obedient</i></li> <li>SwM BB p.23</li> </ul> <p><b>Phonics/Spelling</b> p.258a-259d</p> <ul style="list-style-type: none"> <li>Consonant Patterns: <i>kn, wr, gn, mb</i> p.258a-259a/SE258-259//RWN p.409</li> <li>Spelling Pretest p. 259b/LPI p.257</li> <li><b>READ</b> Decodable Reader 23A p.259c-259d</li> <li>Reread for Fluency p.259d</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. 262a-262b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>companion, consider</i></li> <li>Read Aloud Anthology: "Zooks"</li> </ul> <p><b>Phonics/Spelling</b> p.262c–262d</p> <ul style="list-style-type: none"> <li>Consonant Patterns: <i>kn, wr, gn, mb</i> p.262c</li> <li><b>Review:</b> Consonant Digraphs p.262c</li> <li><b>Spelling:</b> Consonant Patterns: <i>kn, wr, gn, mb</i> p.262d/RWN p.413</li> </ul>	<p><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 278a-278b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>reprimand</i></li> <li>Read Aloud Anthology: "Zooks"</li> </ul> <p><b>Phonics/Spelling</b> p.278c-278e</p> <ul style="list-style-type: none"> <li>Build Words p.278c</li> <li>Fluent Word Reading p.278d</li> <li>Decode and Read p.278d</li> <li><b>Spelling:</b> Dictation p.278e/RWN p.418</li> </ul>
<p><u>Read and Comprehend</u></p> <p><b>Text-Based Comprehension</b> p.260a-261/SE260-261/RWN p.411&amp;419</p> <ul style="list-style-type: none"> <li>Plot and Theme</li> <li>Background Knowledge</li> </ul> <p><b>Selection Vocabulary</b> p. 261a/RWN p.410</p> <ul style="list-style-type: none"> <li>Selection Words: <i>chased, chewing, dripping, grabbed, practice, treat, wagged</i></li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Selection Vocabulary</b> p. 262e</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>chased, chewing, dripping, grabbed, practice, treat, wagged</i></li> <li>✓ <b>Monitor Progress:</b> Check Selection Words/High-Frequency Words</li> <li>Reread for Fluency</li> </ul> <p><b>Vocabulary Skill</b> p.262g-263/SE262-263/RWN p.414</p> <ul style="list-style-type: none"> <li><b>Classify/Categorize</b></li> </ul> <p><b>Text Based Comprehension</b> p. 263a-277a/SE264-277</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Bad Dog, Dodger!</i>- 1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p. 277b</p> <ul style="list-style-type: none"> <li>Idioms</li> </ul>	<p><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 278f</p> <ul style="list-style-type: none"> <li>Expression and Intonation</li> </ul> <p><b>Selection Vocabulary</b> p. 278g</p> <ul style="list-style-type: none"> <li>Selection Words: <i>chased, chewing, dripping, grabbed, practice, treat, wagged</i></li> <li>Classify/categorize</li> </ul> <p><b>Text Based Comprehension</b> RWN p.256 263a-277a/ 278h-279a/SE264-279</p> <ul style="list-style-type: none"> <li><b>READ</b> <i>Bad Dog, Dodger!</i> 2<sup>nd</sup> Read</li> <li>✓ <b>Monitor Progress-</b> Check Retelling</li> </ul>
<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><b>Conventions</b> p.261b/GT 23</p> <ul style="list-style-type: none"> <li>Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Writing</b> p.261c-261d/RWN p.412</p> <ul style="list-style-type: none"> <li>Journal Entry</li> </ul> <p><b>Research and Inquiry</b> p.261e/RWN p.417</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u></p> <p><b>Conventions</b> p.277c/RWN p.415</p> <ul style="list-style-type: none"> <li>Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Writing</b> p.277d-277e/RWN p.416</p> <ul style="list-style-type: none"> <li>Journal Entry</li> </ul> <p><b>Handwriting</b> p. 277f</p> <ul style="list-style-type: none"> <li>Cursive <i>z,s,r,f</i>/Letter Smoothness</li> </ul> <p><b>Research and Inquiry</b> p.277g</p> <ul style="list-style-type: none"> <li>Research Skill: Online Reference Sources</li> </ul>	<p><u>Language Arts</u></p> <p><b>Conventions</b> p.280a/LPI p.259</p> <ul style="list-style-type: none"> <li>Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Writing</b> p.280-281a/SE p.280-281/WT 23A</p> <ul style="list-style-type: none"> <li>Journal Entry</li> </ul> <p><b>Research and Inquiry</b> p.281b</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 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, 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, J, K CC.1.4.2.M, N, O, P, Q, R, T, V, W, X CC.1.5.2.A, C</p>
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Second Grade ELA Sequencing Document	
Unit 5 Week 3– Bad Dog, Dodger!	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 282a-282b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>confident, properly</i></li> <li>Read Aloud Anthology: “Oscar the Puppy”</li> </ul> <p><b>Phonics/Spelling</b> p.282c-282g</p> <ul style="list-style-type: none"> <li><b>Review:</b> Prefixes <i>un-,re-,pre-,dis-</i> p.282c/LPI p.255</li> <li><b>Spiral Review:</b> Fluent Word Reading p. 282d</li> <li><b>READ</b> Decodable Reader 23C p.282e-282f</li> <li><b>Spelling:</b> Consonant Patterns: <i>kn, wr, gn, mb</i> p.282g/LPI p.258</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 286a-286b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Oral Vocabulary</li> <li>✓ <b>Monitor Progress:</b> Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p.286c-286d</p> <ul style="list-style-type: none"> <li><b>Review:</b> Consonant Patterns: <i>kn, wr, gn, mb</i> p.286c</li> <li>Spelling Test p.286d</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Science in Reading</b> p. 282h-285/Se p.282-285</p> <ul style="list-style-type: none"> <li><b>READ</b> “How to Train Your Puppy”—Paired Selection</li> </ul> <p><b>Fluency</b> p. 285a</p> <ul style="list-style-type: none"> <li>Expression and Intonation</li> <li>✓ <b>Monitor Progress:</b> Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Vocabulary</b> p. 286-287/SE p.286-287</p> <p><b>Fluency</b> p. 287a</p> <p><b>Listening and Speaking</b> p. 287a</p> <p><b>Text-Based Comprehension</b> p.287b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Plot and Theme</li> </ul> <p><b>Vocabulary</b> p. 287b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>chased, chewing, dripping, grabbed, practice, treat, wagged</i></li> </ul> <p><b>Genre</b> p. 287c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Procedural Text</li> </ul> <p><b>Assessment</b> p. 287d</p> <li>✓ <b>Monitor Progress:</b> Sentence Reading; Fluency and Comprehension</li>
<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG35-SG51</p>	<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG35-SG51</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.285b/RWN p.420</p> <ul style="list-style-type: none"> <li>Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Writing</b> p.285c-258d/WT 23B</p> <ul style="list-style-type: none"> <li>Journal Entry</li> </ul> <p><b>Listening and Speaking</b> p. 285e</p> <ul style="list-style-type: none"> <li>Listen for Facts and Opinions</li> </ul> <p><b>Research and Inquiry</b> p. 285f</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.287g/LPi p.260</p> <ul style="list-style-type: none"> <li><b>Review:</b> Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Writing</b> p.287h-287i/WT 23C</p> <ul style="list-style-type: none"> <li>Journal Entry</li> </ul> <p><b>Research and Inquiry</b> p. 287j</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p.287k</p>
<p style="text-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, V, W, X CC 1.5.2. A, C, D, E, G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F</p>

<u>Art Standards</u> 9.1.3.A 9.1.3B 9.1.3E 9.1.3F 9.1.3H 9.1.3J	9.2.3D 9.2.3E 9.2.3F 9.2.3G	9.3.3F 9.3.3G
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Second Grade ELA Sequencing Document		
Unit 5 Week 4– Horace and Morris but Mostly Dolores		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 288j</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>appreciate, communicate, respect</i></li> </ul> <p>Phonics/Spelling p.290a</p> <ul style="list-style-type: none"> <li>Consonant Patterns <i>ph,gh,ck,ng</i></li> <li>Spelling Pretest</li> <li>READ Decodable Reader 24A</li> <li>Reread for Fluency</li> <li>✓ <b>Monitor Progress:</b> Check Word Reading</li> </ul>	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 294a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>demand, firmly</i></li> </ul> <p>Phonics/Spelling p.294c</p> <ul style="list-style-type: none"> <li>Consonant Patterns <i>ph,gh,ck,ng</i></li> <li><b>Review:</b> Consonant Blends</li> <li><b>Spelling:</b> Consonant Patterns <i>ph,gh,ck,ng</i></li> </ul>	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 314a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>advantage</i></li> </ul> <p>Phonics/Spelling p.314c</p> <ul style="list-style-type: none"> <li>Build Words</li> <li>Fluent Word Reading</li> <li>Blend and Read</li> <li><b>Spelling:</b> Dictation</li> </ul>
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p.292a</p> <ul style="list-style-type: none"> <li>Character and Setting</li> <li>Story Structure</li> </ul> <p>Selection Vocabulary p. 293a</p> <ul style="list-style-type: none"> <li>Selection Words: <i>adventure, climbed, clubhouse, exploring, greatest, truest, wondered</i></li> </ul>	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 294e</p> <ul style="list-style-type: none"> <li><b>REVIEW:</b> Selection Words: <i>adventure, climbed, clubhouse, exploring, greatest, truest, wondered</i></li> <li>✓ <b>Monitor Progress:</b> Check Selection Words/High-Frequency Words</li> <li>Skill: Compound Words</li> <li>Reread for Fluency</li> </ul> <p>Text Based Comprehension p. 295a</p> <ul style="list-style-type: none"> <li>READ <i>Horace and Morris but mostly Dolores</i>- 1<sup>st</sup> Read</li> </ul> <p>Literary Text p.313b</p> <ul style="list-style-type: none"> <li>Genre</li> </ul>	<p><u>Read and Comprehend</u></p> <p>Fluency p. 314f</p> <ul style="list-style-type: none"> <li>Expression</li> </ul> <p>Selection Vocabulary p.314g</p> <ul style="list-style-type: none"> <li>Selection Words: <i>adventure, climbed, clubhouse, exploring, greatest, truest, wondered</i></li> <li>Compound Words</li> </ul> <p>Text Based Comprehension p. 314h</p> <ul style="list-style-type: none"> <li>READ <i>Horace and Morris but mostly Dolores</i> -2<sup>nd</sup> Read</li> <li>✓ <b>Monitor Progress-</b> Check Retelling</li> </ul>
<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.293b</p> <ul style="list-style-type: none"> <li>Different Kinds of Pronouns</li> </ul> <p>Writing p.293c</p> <ul style="list-style-type: none"> <li>Animal Fantasy</li> </ul> <p>Research and Inquiry p.293e</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u></p> <p>Conventions p.313c</p> <ul style="list-style-type: none"> <li>Different Kinds of Pronouns</li> </ul> <p>Writing p. 313d</p> <ul style="list-style-type: none"> <li>Animal Fantasy</li> </ul> <p>Handwriting p. 313f</p> <ul style="list-style-type: none"> <li>Cursive <i>A,C,E,O</i>Letter Size</li> </ul> <p>Research and Inquiry p.313g</p> <ul style="list-style-type: none"> <li>Research Skill: Table</li> </ul>	<p><u>Language Arts</u></p> <p>Conventions p.316a</p> <ul style="list-style-type: none"> <li>Different Kinds of Pronouns</li> </ul> <p>Writing p. 316-317</p> <ul style="list-style-type: none"> <li>Animal Fantasy</li> </ul> <p>Research and Inquiry p.317b</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 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, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. A, B, C, D, E, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 5 Week 4– Horace and Morris but Mostly Dolores	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 318a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>defiant, ferocious</i></li> </ul> <p><b>Phonics/Spelling</b> p.318c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Consonant Patterns <i>kn, wr, gn, mb</i></li> <li><b>Spiral Review:</b> Fluent Word Reading</li> <li><b>READ</b> Decodable Reader 24C</li> <li><b>Spelling:</b> Consonant Patterns <i>ph,gh,ck,ng</i></li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 322a</p> <ul style="list-style-type: none"> <li><b>Review:</b> Oral Vocabulary</li> <li>✓ <b>Monitor Progress:</b> Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p.322c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Consonant Patterns <i>ph,gh,ck,ng</i></li> <li>Spelling Test</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Social Studies in Reading</b> p. 318h</p> <ul style="list-style-type: none"> <li><b>READ</b> “Good Kicking”—Paired Reading</li> </ul> <p><b>Fluency</b> p. 321a</p> <ul style="list-style-type: none"> <li>Expression</li> <li>✓ <b>Monitor Progress:</b> Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Vocabulary</b> p. 322-323</p> <p><b>Fluency</b> p. 323a</p> <p><b>Listening and Speaking</b> p. 323a</p> <p><b>Text-Based Comprehension</b> p.323b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Character and Setting</li> </ul> <p><b>Vocabulary</b> p. 323b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>adventure, climbed, clubhouse, exploring, greatest, truest, wondered</i></li> </ul> <p><b>Genre</b> p. 323c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Magazine Article</li> </ul> <p><b>Assessment</b> p. 323d</p> <ul style="list-style-type: none"> <li>✓ <b>Monitor Progress:</b> Sentence Reading; Fluency and Comprehension</li> </ul>
<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG52-SG68</p>	<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG52-SG68</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.321b</p> <ul style="list-style-type: none"> <li>Different Kinds of Pronouns</li> </ul> <p><b>Writing</b> p.321c</p> <ul style="list-style-type: none"> <li>Animal Fantasy</li> </ul> <p><b>Listening and Speaking</b> p. 321e</p> <ul style="list-style-type: none"> <li>Maintain Focus in a Narrative Presentation</li> </ul> <p><b>Research and Inquiry</b> p. 321f</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.323g</p> <ul style="list-style-type: none"> <li><b>Review:</b> Different Kinds of Pronouns</li> </ul> <p><b>Writing</b> p.323h</p> <ul style="list-style-type: none"> <li>Animal Fantasy</li> </ul> <p><b>Research and Inquiry</b> p. 323j</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p.323k</p>
<p style="text-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, V, W, X CC 1.5.2. A, C, D, E, G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F</p>

Art Standards

9.1.3.A  
9.1.3B  
9.1.3E  
9.1.3H  
9.1.3J

9.2.3D  
9.2.3E  
9.2.3F  
9.2.3G

9.3.3F  
9.3.3G

Second Grade ELA Sequencing Document		
Unit 5 Week 5– The Signmaker’s Assistant		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 324j</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>apologize, citizen, judgment</i></li> </ul> <p><b>Phonics/Spelling</b> p.326a</p> <ul style="list-style-type: none"> <li>Vowel patterns <i>aw, au, au(gh), al</i></li> <li>Spelling Pretest</li> <li>READ Decodable Reader 25A</li> <li>Reread for Fluency</li> <li>✓ <b>Monitor Progress:</b> Check Word Reading</li> </ul>	<p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 330a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>hoard</i></li> </ul> <p><b>Phonics/Spelling</b> p.330c</p> <ul style="list-style-type: none"> <li>Vowel patterns <i>aw, au, au(gh), al</i></li> <li><b>Review:</b> Vowel patterns <i>ai, ay</i></li> <li><b>Spelling:</b> Vowel patterns <i>aw, au, au(gh), al</i></li> </ul>	<p align="center"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 348a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>scold</i></li> </ul> <p><b>Phonics/Spelling</b> p.348c</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> Dictation</li> </ul>
<p align="center"><u>Read and Comprehend</u></p> <p><b>Text-Based Comprehension</b> p.328a</p> <ul style="list-style-type: none"> <li>Main Idea and Details</li> <li>Inferring</li> </ul> <p><b>Selection Vocabulary</b> p.329a</p> <ul style="list-style-type: none"> <li>Selection Words: <i>afternoon, blame, idea, important, signmaker, townspeople</i></li> </ul>	<p align="center"><u>Read and Comprehend</u></p> <p><b>Selection Vocabulary</b> p. 330e</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>afternoon, blame, idea, important, signmaker, townspeople</i></li> <li>✓ <b>Monitor Progress:</b> Check Selection Words/High-Frequency Words</li> <li><b>Skill:</b> Suffixes</li> <li>Reread for Fluency</li> </ul> <p><b>Text Based Comprehension</b> p. 331a</p> <ul style="list-style-type: none"> <li>READ <i>The Signmaker’s Assistant</i>- 1<sup>st</sup> Read</li> </ul> <p><b>Literary Text</b> p.347a</p> <ul style="list-style-type: none"> <li>Features of Humorous Fiction</li> </ul>	<p align="center"><u>Read and Comprehend</u></p> <p><b>Fluency</b> p. 348f</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul> <p><b>Selection Vocabulary</b> p.348g</p> <ul style="list-style-type: none"> <li>Selection Words: <i>afternoon, blame, idea, important, signmaker, townspeople</i></li> <li>Suffixes</li> </ul> <p><b>Text Based Comprehension</b> p. 348h</p> <ul style="list-style-type: none"> <li>READ <i>The Signmaker’s Assistant</i> 2<sup>nd</sup> Read</li> <li>✓ <b>Monitor Progress-</b> Check Retelling</li> </ul>
<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><b>Conventions</b> p.329b</p> <ul style="list-style-type: none"> <li>Contractions</li> </ul> <p><b>Writing</b> p.329c</p> <ul style="list-style-type: none"> <li>Humorous Fiction</li> </ul> <p><b>Research and Inquiry</b> p.329e</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p.347b</p> <ul style="list-style-type: none"> <li>Contractions</li> </ul> <p><b>Writing</b> p.347c</p> <ul style="list-style-type: none"> <li>Humorous Fiction</li> </ul> <p><b>Handwriting</b> p. 347e</p> <ul style="list-style-type: none"> <li>Cursive <i>H, K, K, N, M</i> Letter Slant</li> </ul> <p><b>Research and Inquiry</b> p.347f</p> <ul style="list-style-type: none"> <li>Research Skill: Evaluating Online Sources</li> </ul>	<p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p.350a</p> <ul style="list-style-type: none"> <li>Contractions</li> </ul> <p><b>Writing</b> p. 350-351</p> <ul style="list-style-type: none"> <li>Humorous Fiction</li> </ul> <p><b>Research and Inquiry</b> p.351b</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<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, 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, G, I, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 5 Week 5– The Signmaker’s Assistant	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 352a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>interrupt, protest, troublemaker</i></li> </ul> <p><b>Phonics/Spelling</b> p.352c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Consonant Patterns <i>ph, gh, ck, ng</i></li> <li><b>Spiral Review:</b> Fluent Word Reading</li> <li><b>READ</b> Decodable Reader 25C</li> <li><b>Spelling:</b> Vowel patterns <i>aw, au, au(gh), al</i></li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p><b>Content Knowledge</b> p. 356a</p> <ul style="list-style-type: none"> <li><b>Review:</b> Oral Vocabulary</li> <li>✓ <b>Monitor Progress:</b> Check Oral Vocabulary</li> </ul> <p><b>Phonics/Spelling</b> p.356</p> <ul style="list-style-type: none"> <li><b>Review:</b> Vowel patterns <i>aw, au, au(gh), al</i></li> <li>Spelling Test</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Evaluating Online Sources</b> p.352h</p> <ul style="list-style-type: none"> <li><b>READ</b> “Helping Hand”—Paired Reading</li> </ul> <p><b>Fluency</b> p. 355a</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> <li>✓ <b>Monitor Progress:</b> Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p><b>Vocabulary</b> p. 356-357</p> <p><b>Fluency</b> p.357a</p> <p><b>Listening and Speaking</b> p. 357a</p> <p><b>Text-Based Comprehension</b> p.357b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Main Idea and Details</li> </ul> <p><b>Vocabulary</b> p. 357b</p> <ul style="list-style-type: none"> <li><b>Review:</b> Selection Words: <i>afternoon, blame, idea, important, signmaker, townspeople</i></li> </ul> <p><b>Genre</b> p. 357c</p> <ul style="list-style-type: none"> <li><b>Review:</b> Humorous Fiction</li> </ul> <p><b>Assessment</b> p. 357d</p> <ul style="list-style-type: none"> <li>✓ <b>Monitor Progress:</b> Sentence Reading; Fluency and Comprehension</li> </ul>
<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG69-SG85</p>	<p style="text-align: center;"><u>Differentiated Instruction</u></p> <p style="text-align: center;">(Small Group Time) p. SG69-SG85</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.355b</p> <ul style="list-style-type: none"> <li>Contractions</li> </ul> <p><b>Writing</b> p.355c</p> <ul style="list-style-type: none"> <li>Humorous Fiction</li> </ul> <p><b>Listening and Speaking</b> p. 355e</p> <ul style="list-style-type: none"> <li>Identify and Speak to your Audience</li> </ul> <p><b>Research and Inquiry</b> p. 355f</p> <ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p><b>Conventions</b> p.357g</p> <ul style="list-style-type: none"> <li><b>Review:</b> Contractions</li> </ul> <p><b>Writing</b> p.357h</p> <ul style="list-style-type: none"> <li>Humorous Fiction</li> </ul> <p><b>Research and Inquiry</b> p. 357j</p> <ul style="list-style-type: none"> <li>Communicate</li> </ul> <p><b>Wrap Up Your Week!</b> p.357k</p>
<p style="text-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, V, W, X CC 1.5.2. A, C, D, E, G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F</p>

Art Standards

9.1.3.A 9.1.3G  
9.1.3B 9.1.3H  
9.1.3D 9.1.3I  
9.1.3E  
9.1.3F

9.2.3A  
9.2.3D  
9.2.3E  
9.2.3F  
9.2.3G

9.3.3F  
9.3.3G



Second Grade ELA Sequencing Document		
Optional Unit 5 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>community, responsible, teamwork, operation, instrument, caretaker, lug, supplies</i></li> </ul> <p><b>Phonics</b> p. UR8</p> <ul style="list-style-type: none"> <li>Suffixes -ly, -ful, -er, -or, -ish</li> </ul> <p><b>Spelling</b> p. UR9</p> <ul style="list-style-type: none"> <li>Suffixes -ly, -ful, -er, -or,</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>concern, contribute, persuade, fragile, pellets, litter, pollute, release</i></li> </ul> <p><b>Phonics</b> p. UR18</p> <ul style="list-style-type: none"> <li>Prefixes <i>un-, re-, pre-, dis-</i></li> </ul> <p><b>Spelling</b> p. UR19</p> <ul style="list-style-type: none"> <li>Prefixes <i>un-, re-, pre-, dis-</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>behavior, cooperate, obedient, companion, consider, reprimand, confident, properly</i></li> </ul> <p><b>Phonics</b> pg. UR28</p> <ul style="list-style-type: none"> <li>Consonant Patterns <i>kn, wr, gn, mb</i></li> </ul> <p><b>Spelling</b> p. UR29</p> <ul style="list-style-type: none"> <li>Consonant Patterns <i>kn, wr, gn, mb</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>Building, burning, masks, quickly, roar, station, tightly</i></li> </ul> <p><b>Vocabulary Skill</b> UR10</p> <ul style="list-style-type: none"> <li>Suffix -ly</li> </ul> <p><b>Text-Based Comprehension</b> p. UR11-13</p> <ul style="list-style-type: none"> <li>Fact and Opinion</li> </ul> <p><b>Fluency</b> p. UR13</p> <ul style="list-style-type: none"> <li>Read with Accuracy</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>Annoy, complain, mumbles, P.M., signature, shrugs</i></li> </ul> <p><b>Vocabulary Skill</b> UR20</p> <ul style="list-style-type: none"> <li>Dictionary Skills</li> </ul> <p><b>Text Based Comprehension</b> p. UR21-23</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p><b>Literary Text</b> p. UR23</p> <ul style="list-style-type: none"> <li>Read with Accuracy at an Appropriate Rate</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>Chased, chewing, dripping, grabbed, practice, treat, wagged</i></li> </ul> <p><b>Vocabulary Skill</b> p. UR30</p> <ul style="list-style-type: none"> <li>Classify/Categorize</li> </ul> <p><b>Text-Based Comprehension</b> pg. UR 31-33</p> <ul style="list-style-type: none"> <li>Plot and Theme</li> </ul> <p><b>Fluency</b> pg. UR 33</p> <ul style="list-style-type: none"> <li>Read with Expression and Intonation</li> </ul>
<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. UR26-UR35</p>
<p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p. UR14</p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p><b>Handwriting</b> p. UR14</p> <ul style="list-style-type: none"> <li>Letter Formation <i>g, y, q</i> Letter Smoothness</li> </ul> <p><b>Wrap Up Week 1 Review</b> UR15</p>	<p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p. UR24</p> <ul style="list-style-type: none"> <li>Singular and Plural Pronouns</li> </ul> <p><b>Handwriting</b> p. UR24</p> <ul style="list-style-type: none"> <li>Letter Formation <i>o, w, b, v</i> Letter Spacing</li> </ul> <p><b>Wrap Up Week 2 Review</b> UR25</p>	<p align="center"><u>Language Arts</u></p> <p><b>Conventions</b> p. UR34</p> <ul style="list-style-type: none"> <li>Using <i>I</i> and <i>Me</i></li> </ul> <p><b>Handwriting</b> p. UR34</p> <ul style="list-style-type: none"> <li>Letter Formation <i>z, s, r, f</i> Letter Smoothness</li> </ul> <p><b>Wrap Up Week 3 Review</b> UR35</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.1.5.2.A, C, D, E, F, G</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.1.5.2.A, C, D, E, F, G</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.1.5.2.A, C, D, E, F, G</p>

