

Second Grade ELA Sequencing Document		
Unit 6 Week 1 – Just Like Josh Gibson		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 360j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>athlete, challenge, effort</i> <p>Phonics/Spelling p.362a</p> <ul style="list-style-type: none"> Inflected Endings Spelling Pretest READ Decodable Reader 26A Reread for Fluency ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 366a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>dainty</i> <p>Phonics/Spelling p.366c</p> <ul style="list-style-type: none"> Inflected Endings Review: Plurals Spelling: Inflected Endings 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 382a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>disguise</i> <p>Phonics/Spelling p.382c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Decode and Read Spelling: Dictation
<p align="center"><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p.364a</p> <ul style="list-style-type: none"> Compare and Contrast Monitor and Clarify <p>Selection Vocabulary p. 365a</p> <ul style="list-style-type: none"> Selection Words: <i>bases, cheers, field, plate, sailed, threw</i> 	<p align="center"><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 366e</p> <ul style="list-style-type: none"> Review: Selection Words: <i>bases, cheers, field, plate, sailed, threw</i> Skill: Homophones ✓ Monitor Progress: Check Selection Words/High-Frequency Words <p>Text-Based Comprehension p.367a</p> <ul style="list-style-type: none"> READ <i>Just Like Josh Gibson</i>-1st Read <p>Literary Text p.381b</p> <ul style="list-style-type: none"> Speaker/Narrator 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 382f</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate <p>Selection Vocabulary p. 382g</p> <ul style="list-style-type: none"> Selection Words: <i>bases, cheers, field, plate, sailed, threw</i> Homophones <p>Text Based Comprehension p. 382h</p> <ul style="list-style-type: none"> READ <i>Just Like Josh Gibson</i>-2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG1-SG17</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG1-SG17</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time)</p> <p align="center">p. SG1-SG17</p>
<p align="center">Language Arts</p> <p>Conventions p.365b</p> <ul style="list-style-type: none"> Using Capital Letters <p>Writing p.365c</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p.365e</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center">Language Arts</p> <p>Conventions p.381c</p> <ul style="list-style-type: none"> Using Capital Letters <p>Writing p.381d</p> <ul style="list-style-type: none"> Realistic Fiction <p>Handwriting p. 381f</p> <ul style="list-style-type: none"> Cursive <i>U, V, W, Y</i> Letter and Word Spacing <p>Research and Inquiry p.381g</p> <ul style="list-style-type: none"> Research Skill: Globe 	<p align="center">Language Arts</p> <p>Conventions p.384a</p> <ul style="list-style-type: none"> Using Capital Letters <p>Writing p. 384-385</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p.385b</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, G, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. A, B, C, D, E, G, J, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document

Unit 6 Week 1 – Just Like Josh Gibson

Day 4		Day 5	
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>	
<p>Content Knowledge p. 386a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>champion, professional, shortstop</i> <p>Phonics/Spelling p.386c</p> <ul style="list-style-type: none"> Review: Vowel Patterns <i>aw, au, au(gh), al</i> Spiral Review: Fluent Word Reading READ Decodable Reader 26C Spelling: Inflected Endings 		<p>Content Knowledge p. 390a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.390c</p> <ul style="list-style-type: none"> Review: Inflected Endings Spelling Test 	
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>	
<p>Social Studies in Reading p. 386h</p> <ul style="list-style-type: none"> READ "How Baseball Began" Paired Reading <p>Fluency p. 389a</p> <ul style="list-style-type: none"> Fluency and Appropriate Rate ✓ Monitor Progress: Fluency Check 		<p>Vocabulary p. 390-391</p> <p>Fluency p. 391a</p> <p>Listening and Speaking p.391a</p> <p>Text-Based Comprehension p.391b</p> <ul style="list-style-type: none"> Review: Compare and Contrast <p>Vocabulary p. 391b</p> <ul style="list-style-type: none"> Review: Selection Words: <i>bases, cheers, field, plate, sailed, threw</i> <p>Genre p. 391c</p> <ul style="list-style-type: none"> Review: Expository Text <p>Assessment p. 391d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension	
<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>Conventions p.389b</p> <ul style="list-style-type: none"> Using Capital Letters <p>Writing p.389c</p> <ul style="list-style-type: none"> Realistic Fiction <p>Listening and Speaking p. 389e</p> <ul style="list-style-type: none"> Use Clear and Specific Vocabulary <p>Research and Inquiry pg. 389f</p> <ul style="list-style-type: none"> Synthesize 		<p>Conventions p.391g</p> <ul style="list-style-type: none"> Review: Using Capital Letters <p>Writing p.391h</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p. 391j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.391k</p>	
<u>Standards</u>		<u>Standards</u>	
CC.1.1.2.D, E CC.1.3.2. H, K CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C		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	
<u>Art Standards</u>	9.1.3A 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 9.2.3J 9.2.3K	9.3.3F 9.3.3G

Second Grade ELA Sequencing Document		
Unit 6 Week 2– Read, White, and Blue: The Story of the American Flag		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 392j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>history, independence, symbol</i> <p>Phonics/Spelling p.394a</p> <ul style="list-style-type: none"> Abbreviations Spelling Pretest READ: Decodable Reader 27A Reread for Fluency ✓ Monitor Progress: Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 398a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>patriotic, unfurl</i> <p>Phonics/Spelling p.398c</p> <ul style="list-style-type: none"> Abbreviations Review: Contractions Spelling: Abbreviations 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 418a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>frayed</i> <p>Phonics/Spelling p.418c</p> <ul style="list-style-type: none"> Sort Words Fluent Word Reading Decode and Read Spelling: Dictation
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p. 396a</p> <ul style="list-style-type: none"> Author's Purpose Summarize <p>Selection Vocabulary p.397a</p> <ul style="list-style-type: none"> Selection Words: <i>America, birthday, flag, freedom, nicknames, stars, stripes</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 398e</p> <ul style="list-style-type: none"> Review: Selection Words: <i>America, birthday, flag, freedom, nicknames, stars, stripes</i> ✓ Monitor Progress: Check Selection Words/High-Frequency Words <p>Skill</p> <ul style="list-style-type: none"> Multiple Meaning Words Reread for Fluency <p>Text Based Comprehension p. 399a</p> <ul style="list-style-type: none"> READ <i>Red, White and Blue:The Story of the American Flag- 1st Read</i> <p>Informational Text p.417b</p> <ul style="list-style-type: none"> Main Idea and Topic 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 418f</p> <ul style="list-style-type: none"> Accuracy <p>Selection Vocabulary p. 418g</p> <ul style="list-style-type: none"> Selection Words: <i>America, birthday, flag, freedom, nicknames, stars, stripes</i> Multiple-Meaning Words <p>Text Based Comprehension p. 418h</p> <ul style="list-style-type: none"> READ <i>Red, White and Blue:The Story of the American Flag - 2nd Read</i> ✓ 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.397b</p> <ul style="list-style-type: none"> Quotation Marks <p>Writing p.397c</p> <ul style="list-style-type: none"> Descriptive Poem or Song <p>Research and Inquiry p.397e</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.417c</p> <ul style="list-style-type: none"> Quotation Marks <p>Writing p.417d</p> <ul style="list-style-type: none"> Descriptive Poem or Song <p>Handwriting p. 417f</p> <ul style="list-style-type: none"> Cursive <i>B,P,R,T,F</i>Letter Smoothness <p>Research and Inquiry p.417g</p> <ul style="list-style-type: none"> Research Skill: Chart 	<p><u>Language Arts</u></p> <p>Conventions p.420a</p> <ul style="list-style-type: none"> Quotation Marks <p>Writing p.420-421</p> <ul style="list-style-type: none"> Descriptive Poem or Song <p>Research and Inquiry p.421b</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A 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.1.2.2.B, 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>	<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.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document		
Unit 6 Week 2– Read, White, and Blue: The Story of the American Flag		
Day 4		Day 5
<u>Get Ready to Read</u>		<u>Get Ready to Read</u>
<p>Content Knowledge p. 422a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>allegiance, indivisible</i> <p>Phonics/Spelling p.422c</p> <ul style="list-style-type: none"> Review: Inflected Endings Spiral Review: Fluent Word Reading READ Decodable Reader 27C Spelling: Abbreviations 		<p>Content Knowledge p. 424a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.424c</p> <ul style="list-style-type: none"> Review: Abbreviations Spelling Test
<u>Read and Comprehend</u>		<u>Read and Comprehend</u>
<p>Poetry in Reading p. 422h</p> <ul style="list-style-type: none"> READ “You’re a Grand Old Flag”—Paired Reading <p>Fluency p. 423b</p> <ul style="list-style-type: none"> Accuracy ✓ Monitor Progress: Fluency Check 		<p>Vocabulary p. 424-425</p> <p>Listening and Speaking p. 425a</p> <p>Fluency p. 425a</p> <p>Text-Based Comprehension p. 425b</p> <ul style="list-style-type: none"> Review: Author’s Purpse <p>Vocabulary p. 425b</p> <ul style="list-style-type: none"> Review: Selection Words: <i>America, birthday, flag, freedom, nicknames, stars, stripes</i> <p>Genre p. 425c</p> <ul style="list-style-type: none"> Review: Informational Text <p>Assessment p. 425d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u>		<u>Differentiated Instruction</u>
(Small Group Time) p. SG18-SG34		(Small Group Time) p. SG18-SG34
<u>Language Arts</u>		<u>Language Arts</u>
<p>Conventions p.423c</p> <ul style="list-style-type: none"> Quotation Marks <p>Writing p.423d</p> <ul style="list-style-type: none"> Descriptive Poem or Song <p>Listening and Speaking p. 423f</p> <ul style="list-style-type: none"> Evaluate Advertisements <p>Research and Inquiry p. 423g</p> <ul style="list-style-type: none"> Synthesize 		<p>Conventions p.425g</p> <ul style="list-style-type: none"> Review: Quotation Marks <p>Writing p.425h</p> <ul style="list-style-type: none"> Descriptive Poem or Song <p>Research and Inquiry p. 425j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.425k</p>
<u>Standards</u>		<u>Standards</u>
CC.1.1.2.D, E CC.1.2.2.I, L CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, D, E, G		CC.1.1.2.D, E CC.1.2.2.A, J CC 1.4.2.M, N, O, P, Q, R, T, V, W, X CC 1.5.2. A, C, F
<u>Art Standards</u>	9.2.3A 9.2.3D 9.2.3E 9.2.3F 9.2.3G 9.2.3J 9.2.3K	9.3.3F 9.3.3G

Second Grade ELA Sequencing Document		
Unit 6 Week 3– A Birthday Basket For Tia!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 426j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>celebration, custom, tradition</i> <p>Phonics/Spelling p.428a</p> <ul style="list-style-type: none"> Final Syllables <i>-tion, -ture, -ion</i> Spelling Pretest READ Decodable Reader 28A Reread for Fluency ✓ Monitor Progress: Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 432a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>create</i> <p>Phonics/Spelling p.432c</p> <ul style="list-style-type: none"> Final Syllables <i>-tion, -ture, -ion</i> Review: Final Syllables <i>-le</i> Spelling: Final Syllables <i>-tion, -ture,</i> 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 448a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>inspect</i> <p>Phonics/Spelling p.448c</p> <ul style="list-style-type: none"> Sort Words Fluent Word Reading Decode and Read Spelling: Dictation
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p.430a</p> <ul style="list-style-type: none"> Draw Conclusion Questioning <p>Vocabulary p. 431a</p> <ul style="list-style-type: none"> Selection Words: <i>unt, bank, basket, collects, favorite, present</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 432e</p> <ul style="list-style-type: none"> Review: Selection Words: <i>unt, bank, basket, collects, favorite, present</i> Skill: Words from Other Languages Strategy: Context Clues Reread for Fluency ✓ Monitor Progress: Check Selection Words <p>Text Based Comprehension p. 433a</p> <ul style="list-style-type: none"> READ <i>A Birthday Basket for Tia</i> 1st Read <p>Literary Text p. 447b</p> <ul style="list-style-type: none"> Setting and Plot 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 448f</p> <ul style="list-style-type: none"> Appropriate Phrasing <p>Selection Vocabulary p. 448g</p> <ul style="list-style-type: none"> Selection Words: <i>unt, bank, basket, collects, favorite, present</i> Words from Other Languages <p>Text Based Comprehension p. 448h</p> <ul style="list-style-type: none"> READ <i>A Birthday Basket for Tia</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.431b</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p.431c</p> <ul style="list-style-type: none"> Invitation Letter <p>Research and Inquiry p.431e</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.447c</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p.447d</p> <ul style="list-style-type: none"> Invitation Letter <p>Handwriting p. 447f</p> <ul style="list-style-type: none"> Cursive <i>G,S,I</i> /Letter Size <p>Research and Inquiry p.447g</p> <ul style="list-style-type: none"> Research Skill: Interview and Natural Sources 	<p><u>Language Arts</u></p> <p>Conventions p.450a</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p.450-451</p> <ul style="list-style-type: none"> Invitation Letter <p>Research and Inquiry p.451b</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.G, H, I, 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.1.3.2.A, B, C, D, E, G, I, J, K CC 1.4.2.G, H, I, J, 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.G, H, I, J, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 6 Week 3– A Birthday Basket For Tia!	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 452a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>angle, brilliant, snapshot</i> <p>Phonics/Spelling p.452c</p> <ul style="list-style-type: none"> Review: Abbreviations Spiral Review: Fluent Word Reading READ Decodable Reader 28C Spelling: Final Syllables –tion, -ture 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 456a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.456c</p> <ul style="list-style-type: none"> Review: Final Syllables –tion, -ture, -ion Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>21st Century Skills p.452h</p> <ul style="list-style-type: none"> Online Directories READ “Family Traditions:Birthdays”—Paired Selection <p>Fluency p. 455a</p> <ul style="list-style-type: none"> Appropriate Phrasing ✓ Monitor Progress: Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Vocabulary p. 456-457</p> <p>Fluency p. 457a</p> <p>Listening and Speaking p.457a</p> <p>Text-Based Comprehension p.457b</p> <ul style="list-style-type: none"> Review: Draw Conclusions <p>Vocabulary p. 457b</p> <ul style="list-style-type: none"> Review: Selection Words: <i>unt, bank, basket, collects, favorite, present</i> <p>Genre p. 457c</p> <ul style="list-style-type: none"> Review: Realistic Fiction <p>Assessment p. 457d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<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>Conventions p.455b</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p.455c</p> <ul style="list-style-type: none"> Invitation Letter <p>Listening and Speaking p. 455e</p> <ul style="list-style-type: none"> Listen to a Description <p>Research and Inquiry p. 455f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.457g</p> <ul style="list-style-type: none"> Review: Prepositions and Prepositional Phrases <p>Writing p.457h</p> <ul style="list-style-type: none"> Invitation Letter <p>Research and Inquiry p. 457j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.457k</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.G, H, I, J, 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.G, H, I, J, T, V, W, X CC 1.5.2. A, C, F</p>

Art Standards

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

9.2.3A 9.2.3 G
9.2.3D 9.2.3 J
9.2.3E 9.2.3 K
9.2.3F

9.3.3F
9.3.3G

Second Grade ELA Sequencing Document		
Unit 6 Week 4– Cowboys		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 458j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>climate, livestock, occupation</i> <p>Phonics/Spelling p.460a</p> <ul style="list-style-type: none"> Suffixes <i>-ness, -less, -able, -ible</i> Spelling Pretest READ Decodable Reader 29A Reread for Fluency 461d ✓ Monitor Progress: Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 464a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>buckaroo, drover</i> <p>Phonics/Spelling p.464c</p> <ul style="list-style-type: none"> Suffixes <i>-ness, -less, -able, -ible</i> Review: Final Syllables <i>-tion, -ture, -ion</i> Spelling: Suffixes <i>-ness, -less</i> 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 488a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>lariat</i> <p>Phonics/Spelling p.488c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Decode and Read Spelling: Suffixes <i>-ness, -less</i>
<p align="center"><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p.462a</p> <ul style="list-style-type: none"> Sequence Text Structure <p>Selection Vocabulary p. 463a</p> <ul style="list-style-type: none"> Selection Words: <i>campfire, cattle, cowboy, galloped, herd, railroad, trails</i> 	<p align="center"><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 464e</p> <ul style="list-style-type: none"> REVIEW: Selection Words: <i>campfire, cattle, cowboy, galloped, herd, railroad, trails</i> Strategy: Unfamiliar Words Reread for fluency ✓ Monitor Progress: Check Selection Words/High-Frequency Words <p>Text Based Comprehension p. 465a</p> <ul style="list-style-type: none"> READ <i>Cowboys</i>- 1st Read <p>Informational Text p. 487b</p> <ul style="list-style-type: none"> Graphic Sources 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 488f</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate <p>Selection Vocabulary p.488g</p> <ul style="list-style-type: none"> Selection Words: <i>campfire, cattle, cowboy, galloped, herd, railroad, trails</i> Unfamiliar Words <p>Text Based Comprehension p. 488h</p> <ul style="list-style-type: none"> READ <i>Cowboys</i>-2nd Read ✓ Monitor Progress- Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.463b</p> <ul style="list-style-type: none"> Commas <p>Writing p.463c</p> <ul style="list-style-type: none"> Compare and Contrast Text <p>Research and Inquiry p.463e</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.487c</p> <ul style="list-style-type: none"> Commas <p>Writing p. 487d</p> <ul style="list-style-type: none"> Compare and Contrast Text <p>Handwriting p. 487f</p> <ul style="list-style-type: none"> Cursive <i>Z, Q, and X</i> Letter Size <p>Research and Inquiry p.487g</p> <ul style="list-style-type: none"> Research Skill: Schedule 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.490a</p> <ul style="list-style-type: none"> Commas <p>Writing p. 490-491</p> <ul style="list-style-type: none"> Compare and Contrast Text <p>Research and Inquiry p.491b</p> <ul style="list-style-type: none"> Gather and Record Information
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.C CC 1.4.2.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, B, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.B, 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 align="center"><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 6 Week 4– Cowboys	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p. 492a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>legend, rawhide</i> <p>Phonics/Spelling p.492c</p> <ul style="list-style-type: none"> Review: Final Syllables <i>-tion, -ture, -ion</i> Spiral Review: Fluent Word Reading READ Decodable Reader 29C Spelling: Suffixes <i>-ness, -less</i> 	<p>Content Knowledge p. 494a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.494c</p> <ul style="list-style-type: none"> Review: Suffixes <i>-ness, -less, -able, -ible</i> Spelling Test
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>Social Studies in Reading p. 492h</p> <ul style="list-style-type: none"> READ “Cowboy Gear”—Paired Reading <p>Fluency p. 493b</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate ✓ Monitor Progress: Fluency Check 	<p>Vocabulary p. 494-495</p> <p>Fluency p. 495a</p> <p>Media Literacy p.495a</p> <p>Text-Based Comprehension p.495b</p> <ul style="list-style-type: none"> Review: Sequence <p>Vocabulary p. 495b</p> <ul style="list-style-type: none"> Review: Selection Words: <i>campfire, cattle, cowboy, galloped, herd, railroad, trails</i> <p>Genre p. 495c</p> <ul style="list-style-type: none"> Review: Informational Text <p>Assessment p. 495d</p> <ul style="list-style-type: none"> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u>	<u>Differentiated Instruction</u>
(Small Group Time) p. SG52-SG68	(Small Group Time) p. SG52-SG68
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p.493c</p> <ul style="list-style-type: none"> Commas <p>Writing p.493d</p> <ul style="list-style-type: none"> Compare and Contrast Text <p>Listening and Speaking p. 493f</p> <ul style="list-style-type: none"> Identify Written Conventions <p>Research and Inquiry p. 493g</p> <ul style="list-style-type: none"> Review and Revise Topic 	<p>Conventions p.495g</p> <ul style="list-style-type: none"> Review: Commas <p>Writing p.495h</p> <ul style="list-style-type: none"> Compare and Contrast Text <p>Research and Inquiry p. 495j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.495k</p> <ul style="list-style-type: none"> Cowboy Traditions
<u>Standards</u>	<u>Standards</u>
<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>CC.1.1.2.D, E CC.1.2.2.C, J CC 1.4.2.A, B, C, D, E, F, T, V, W, X CC 1.5.2. A, C, F</p>

Art Standards

9.1.3A
9.1.3B
9.1.3D
9.1.3E
9.1.3H
9.1.3J

9.2.3A
9.2.3D
9.2.3E
9.2.3F
9.2.3G
9.2.3J
9.2.3K

9.3.3F
9.3.3G

Second Grade ELA Sequencing Document		
Unit 6 Week 5– Grace For President		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 496j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>ceremony, culture, festival</i> <p>Phonics/Spelling p.498a</p> <ul style="list-style-type: none"> Prefixes <i>mis-,mid-,micro-,non-</i> Spelling Pretest READ Decodable Reader 30A Reread for Fluency ✓ Monitor Progress: Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 502a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>compliment</i> <p>Phonics/Spelling p.502c</p> <ul style="list-style-type: none"> Prefixes <i>mis-,mid-,micro-,non-</i> Review: Suffixes <i>-ness,-less,-able,-ible</i> Spelling: Prefixes <i>mis-,mid-</i> 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 520a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>fidget</i> <p>Phonics/Spelling p.520c</p> <ul style="list-style-type: none"> Build Words Fluent Word Reading Decode and Read Spelling: Prefixes <i>mis-,mid-</i>
<p><u>Read and Comprehend</u></p> <p>Text-Based Comprehension p.500a</p> <ul style="list-style-type: none"> Facts and Details Predict and Set Purpose <p>Selection Vocabulary p.501a</p> <ul style="list-style-type: none"> Selection Words: <i>assembly, election, microphone, rallies, slogan, speeches</i> 	<p><u>Read and Comprehend</u></p> <p>Selection Vocabulary p. 502e</p> <ul style="list-style-type: none"> Review: Selection Words: <i>assembly, election, microphone, rallies, slogan, speeches</i> Strategy: Multiple-Meaning Words Reread for Fluency ✓ Monitor Progress: Check Selection Words/High-Frequency Words <p>Text Based Comprehension p. 503a</p> <ul style="list-style-type: none"> READ <i>Grace for President-</i> 1st Read <p>Literary Text p.519a</p> <ul style="list-style-type: none"> Moral Lessons as Themes 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 520f</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing <p>Selection Vocabulary p.520g</p> <ul style="list-style-type: none"> Selection Words: <i>assembly, election, microphone, rallies, slogan, speeches</i> Multiple-Meaning Words <p>Text Based Comprehension p. 520h</p> <ul style="list-style-type: none"> READ <i>Grace for President</i> 2nd Read ✓ Monitor Progress- Check Retelling
<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>
<p><u>Language Arts</u></p> <p>Conventions p.501b</p> <ul style="list-style-type: none"> Commas in Compound Sentences <p>Writing p.501c</p> <ul style="list-style-type: none"> Persuasive Statements <p>Research and Inquiry p.501e</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.519b</p> <ul style="list-style-type: none"> Commas in Compound Sentences <p>Writing p.519c</p> <ul style="list-style-type: none"> Persuasive Statements <p>Handwriting p. 519e</p> <ul style="list-style-type: none"> Cursive <i>L,D, and J</i>/Letter and Word Spacing <p>Research and Inquiry p.519f</p> <ul style="list-style-type: none"> Research Skill: Interview and Natural Sources 	<p><u>Language Arts</u></p> <p>Conventions p.522a</p> <ul style="list-style-type: none"> Commas in Compound Sentences <p>Writing p. 522-523</p> <ul style="list-style-type: none"> Persuasive Statements <p>Research and Inquiry p.523b</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.G, H, I, 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.1.3.2. A, B, C, D, E, G, I, J, K CC 1.4.2.G, H, I, J, 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.G, H, I, J, T, V, W, X CC 1.5.2. A, C</p>

Second Grade ELA Sequencing Document	
Unit 6 Week 5– Grace For President	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 524a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>evergreen, multicolored, sash</i> <p>Phonics/Spelling p.524c</p> <ul style="list-style-type: none"> Review: Suffixes <i>-ness, -less, -able, -ible</i> Spiral Review: Fluent Word Reading READ Decodable Reader 30C Spelling: Prefixes <i>mis-, mid-</i> 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 528a</p> <ul style="list-style-type: none"> Review: Oral Vocabulary ✓ Monitor Progress: Check Oral Vocabulary <p>Phonics/Spelling p.528c</p> <ul style="list-style-type: none"> Review: Prefixes <i>mis-, mid-, micro-, non-</i> Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Evaluating Online Sources p.524h</p> <ul style="list-style-type: none"> READ "Home Sweet Home"—Paired Reading <p>Fluency p. 527a</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing ✓ Monitor Progress: Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Vocabulary p. 528-529</p> <p>Fluency p.529a</p> <p>Listening and Speaking p. 529a</p> <p>Text-Based Comprehension p.529b</p> <ul style="list-style-type: none"> Review: Facts and Details <p>Vocabulary p. 529b</p> <ul style="list-style-type: none"> Review: Selection Words: <i>assembly, election, microphone, rallies, slogan, speeches</i> <p>Genre p. 529c</p> <ul style="list-style-type: none"> Review: Realistic Fiction <p>Assessment p. 529d</p> ✓ Monitor Progress: Sentence Reading; Fluency and Comprehension
<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>Conventions p.527b</p> <ul style="list-style-type: none"> Commas in Compound Sentences <p>Writing p.527c</p> <ul style="list-style-type: none"> Persuasive Statements <p>Listening and Speaking p. 527e</p> <ul style="list-style-type: none"> Listen for Speaker's Purpose <p>Research and Inquiry p. 527f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.529g</p> <ul style="list-style-type: none"> Review: Commas in Compound Sentences <p>Writing p.529h</p> <ul style="list-style-type: none"> Persuasive Statements <p>Research and Inquiry p. 529j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p.529k</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.G, H, I, J, 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.G, H, I, J, T, V, W, X CC 1.5.2. A, C, F</p>

Art Standards

9.1.3A 9.1.3J
9.1.3B
9.1.3D
9.1.3E
9.1.3H
9.1.3I

9.2.3A 9.2.3K
9.2.3D
9.2.3E
9.2.3F
9.2.3G
9.2.3J

9.3.3F
9.3.3G

Second Grade ELA Sequencing Document		
Optional Unit 6 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>athlete, challenge, effort, dainty, disguise, champion, professional, shortstop</i> <p>Phonics p. UR8</p> <ul style="list-style-type: none"> Inflected Endings <p>Spelling p. UR9</p> <ul style="list-style-type: none"> Inflected Endings 	<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>history, independence, symbol, patriotic, unfurl, frayed, allegiance, indivisible</i> <p>Phonics p. UR18</p> <ul style="list-style-type: none"> Abbreviations <p>Spelling p. UR19</p> <ul style="list-style-type: none"> Abbreviations 	<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>celebration, custom, tradition, create, inspect, angle, brilliant, snapshot</i> <p>Phonics p. UR28</p> <ul style="list-style-type: none"> Final Syllables <i>-tion, -ture, -ion</i> <p>Spelling p. UR29</p> <p>Final Syllables <i>-tion, -ture</i></p>
<p align="center"><u>Read and Comprehend</u></p> <p>Selection Words p.UR10</p> <ul style="list-style-type: none"> <i>bases, cheers, field, plate, sailed, threw</i> <p>Vocabulary Skill p. UR10</p> <ul style="list-style-type: none"> Homophones <p>Text-Based Comprehension p. UR11-13</p> <ul style="list-style-type: none"> Compare and Contrast <p>Fluency p. UR13</p> <ul style="list-style-type: none"> Read with 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>America, birthday, flag, freedom, nicknames, stars, stripes</i> <p>Vocabulary Skill p.UR20</p> <ul style="list-style-type: none"> <i>Multiple-Meaning Words</i> <p>Text-Based Comprehension p.UR21-23</p> <ul style="list-style-type: none"> Author's Purpose <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>aunt, bank, basket, collects, favorite, present</i> <p>Vocabulary Skill p. UR30</p> <ul style="list-style-type: none"> Words from Other Languages <p>Text-Based Comprehension p. UR31-33</p> <ul style="list-style-type: none"> Draw Conclusions <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"> Using Capital Letters <p>Handwriting p.UR14</p> <ul style="list-style-type: none"> Cursive Letters <i>U, V, W, Y</i> Letter and Word Spacing <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"> Quotation Marks <p>Handwriting p.UR24</p> <ul style="list-style-type: none"> Cursive Letters <i>B, P, R, T, F</i> Letter Smoothness <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"> Prepositions and Prepositional Phrases <p>Handwriting p.UR34</p> <ul style="list-style-type: none"> Cursive Letters <i>G, S, I</i> Letter Size <p>Wrap Up Week 3 Review p. UR35</p>
<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2. A, B, C, D, E, G, H, J, K CC 1.5.2. A, B, C, F</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.2.2.A, B, F, G, I, J, K, L 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.1.3.2.A, B, C, D, E, G, H, I, J, K CC 1.5.2. A, B, C, D, E, F, G</p>

Second Grade ELA Sequencing Document	
Optional Unit 6 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>climate, livestock, occupation, buckaroo, drover, lariat, legend, rawhide</i> <p>Phonics p. UR38</p> <ul style="list-style-type: none"> Suffixes -ness, -less, -able, -ible <p>Spelling p. UR39</p> <p>Suffixes -ness, -less</p>	<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>ceremony, culture, festival, compliment, fidget, evergreen, multicolored, sash</i> <p>Phonics p. UR48</p> <ul style="list-style-type: none"> Prefixes <i>mis-, mid-, micro-, non-</i> <p>Spelling p. UR49</p> <p>Prefixes <i>mis-, mid-</i></p>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Selection Words p.UR40</p> <ul style="list-style-type: none"> <i>campfire, cattle, cowboy, galloped, herd, railroad, trails</i> <p>Vocabulary Skill p. UR40</p> <ul style="list-style-type: none"> Unfamiliar Words <p>Text-Based Comprehension p. UR41-43</p> <ul style="list-style-type: none"> Sequences <p>Fluency p. UR43</p> <ul style="list-style-type: none"> Read with Accuracy and Appropriate Rate 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Selection Words p.UR50</p> <ul style="list-style-type: none"> <i>assembly, election, microphone, rallies, slogan, speeches</i> <p>Vocabulary Skill p. UR50</p> <ul style="list-style-type: none"> Multiple-Meaning Words <p>Text-Based Comprehension p. UR51-53</p> <ul style="list-style-type: none"> Facts and Details <p>Fluency p. UR53</p> <ul style="list-style-type: none"> Read with Appropriate Phrasing
<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"> Commas <p>Handwriting p.UR44</p> <ul style="list-style-type: none"> Cursive Letters <i>Z, Q, X</i> Letter Slant <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"> Commas in Compound Sentences <p>Handwriting p.UR54</p> <ul style="list-style-type: none"> Cursive Letters <i>L, D, J</i> Letter and Word Spacing <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.1.2.2.B, C, F, G, I, J, K, L 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, G, H, I, J, K CC 1.5.2. A, B, C, D, E, F, G</p>

