

Second Grade ELA Sequencing Document		
Unit 3 Week 1 – Pearl and Wagner: Two Good Friends		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 348j-350b/SE 348-349</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>construct, sidekick, unique</i> SwM BB 11 <p>Phonics/Spelling p. 350-352d/SE 350-351</p> <ul style="list-style-type: none"> Vowel Patterns <i>e, ee, ea, yp</i>. 351a-352a/RWN p.193 READ Decodable Reader 11A p.352b-352c Reread for Fluency p.352c Spelling Pretest p.352d Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.354a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>contraption</i> Big Book: <i>Farmer Smart's Fat Cat</i> <p>Phonics/Spelling p. 354c-354d</p> <ul style="list-style-type: none"> Vowel Patterns <i>e, ee, ea, yp</i>.354c Spelling: Vowel Patterns <i>e, ee, ea, yp</i>.354d/RWN p.197 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.372a-372b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>foolproof</i> Big Book: <i>Farmer Smart's Fate Cat</i> <p>Phonics/Spelling p. 372c-372e</p> <ul style="list-style-type: none"> Sort Words p.372c Fluent Word Reading p.372d Decode and Read p.372d Spelling: Dictation p.372e/RWN p.202
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 353/RWN p.194</p> <ul style="list-style-type: none"> guess, pretty, science, shoe, village, watch, won <p>Text-Based Comprehension p. 353a/RWN p.95/LPI p.125</p> <ul style="list-style-type: none"> Author's Purpose 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 354e</p> <ul style="list-style-type: none"> guess, pretty, science, shoe, village, watch, won ✓ Monitor Progress – Check High-Frequency Words <p>Selection Vocabulary p.354f/VT 11/RWN p.198</p> <ul style="list-style-type: none"> <i>electricity, robot, trash, wad</i> Strategy: Antonyms <p>Text-Based Comprehension p.354g-371a/SE 354-371</p> <ul style="list-style-type: none"> READ <i>Pearl and Wagner: Two Good Friends</i>– 1st Read <p>Literary Text p. 371b</p> <ul style="list-style-type: none"> Idioms 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 372f</p> <ul style="list-style-type: none"> Appropriate Rate <p>High-Frequency and Selection Words p.372g/RWN p.203</p> <ul style="list-style-type: none"> High-Frequency Words: <i>guess, pretty, science, shoe, village, watch, won</i> Selection Words: <i>electricity, robot, trash, wad</i> <p>Text-Based Comprehension p.354g-372h/SE354-373LPI p.120</p> <ul style="list-style-type: none"> READ <i>Pearl and Wagner</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<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><u>Language Arts</u></p> <p>Conventions p.353c/GT 11</p> <ul style="list-style-type: none"> Verbs <p>Writing p.353d-353e/RWN p.196</p> <ul style="list-style-type: none"> Animal Fantasy <p>Research and Inquiry p.353f</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.371c/RWN p.199</p> <ul style="list-style-type: none"> Verbs <p>Writing p.371d-371e/RWN p.200</p> <ul style="list-style-type: none"> Animal Fantasy <p>Handwriting p.371f</p> <ul style="list-style-type: none"> Letters Zz and Xx/Word Spacing <p>Research and Inquiry p.371g/RT 11/RWN p.201</p> <ul style="list-style-type: none"> Picture Graph 	<p><u>Language Arts</u></p> <p>Conventions p.373b/LPI p.123</p> <ul style="list-style-type: none"> Verbs <p>Writing p.374-375a/SE 374-375/WT 11A</p> <ul style="list-style-type: none"> Animal Fantasy <p>Research and Inquiry p.375b</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, B, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document	
Unit 3 Week 1 – Pearl and Wagner: Two Good Friends	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p.376a-376b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>daydream, project, scrap</i> • Read Aloud Anthology: "The Secret Project" <p>Phonics/Spelling p. 376c/376g</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>a, ai, ay</i> p.376c/LPI 119 • Spiral Review Fluent Word Reading p.376g • READ Decodable Reader 11C p.376e-376f • Spelling: Vowel Patterns <i>ee, ea, yp</i> p.376g/LPI p.122 	<p>Content Knowledge p.380a-380b</p> <ul style="list-style-type: none"> • Read Aloud Anthology: "The Secret Project" • Review Oral Vocabulary p.380b • Monitor Progress – Check Oral Vocabulary p.380b <p>Phonics/Spelling p. 380c-380d</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>e, ee, ea, yp</i> p.380c • Spelling Test p.380d
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>Science in Reading p.376h-379/SE 376-379</p> <ul style="list-style-type: none"> • READ "Alberto, the Scientist"– Paired Reading <p>Fluency p. 379a</p> <ul style="list-style-type: none"> • Appropriate Rate ✓ Monitor Progress – Fluency Check 	<p>Vocabulary p.380-381/SE 380-381</p> <p>Fluency p. 381a</p> <p>Listening and Speaking p. 381a</p> <p>Text-Based Comprehension p. 381b</p> <ul style="list-style-type: none"> • Review Author's Purpose <p>Vocabulary p. 381b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 381c</p> <ul style="list-style-type: none"> • Review Autobiography <p>Assessment p. 381d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17	<u>Differentiated Instruction</u> (Small Group Time) p. SG1-SG17
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p. 379b/RWN p.204</p> <ul style="list-style-type: none"> • Verbs <p>Writing p. 379c-379d/WT 11B</p> <ul style="list-style-type: none"> • Animal Fantasy <p>Listening and Speaking p. 379e</p> <ul style="list-style-type: none"> • Make Introductions <p>Research and Inquiry p. 379f</p> <ul style="list-style-type: none"> • Synthesize 	<p>Conventions p.381g/LPI p.124</p> <ul style="list-style-type: none"> • Review Verbs <p>Writing p. 381h-381i/WT 11c</p> <ul style="list-style-type: none"> • Animal Fantasy <p>Research and Inquiry p. 381j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 381k</p>
<u>Standards</u>	<u>Standards</u>
<p>CC.1.1.2.D, E CC.1.3.2.H.K CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, D, E, G</p>	<p>CC.1.1.2.D, E CC.1.3.2.J CC.1.4.2.M, N, O, P, Q, T, V, W, X CC.1.5.2.A, C, F</p>

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

Second Grade ELA Sequencing Document		
Unit 3 Week 2 – Dear Juno		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 382j-384b/SE 382-383</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>correspond, postage, transport</i> SwM BB p.12f <p>Phonemic Awareness p. 384-385/SE 384-385</p> <ul style="list-style-type: none"> Substitute Medial Phonemes <p>Phonics/Spelling p. 385a-386d</p> <ul style="list-style-type: none"> Vowel Patterns <i>o, oa, ow</i> p.385a-386a/SE p.386/RWN p.205 READ Decodable Reader 12A p.386b-386c Reread for Fluency p.386c Spelling Pretest p.386d/LPI p.131 ✓ Monitor Progress – Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 388a-388b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>cove</i> Read Aloud Anthology: "Isabel and the Shy Giant" <p>Phonics/Spelling p. 388c-388d</p> <ul style="list-style-type: none"> Vowel Patterns <i>o, oa, ow</i> Review <i>r</i>-Controlled ar, or, ore, oar p.388c Spelling: Vowel Patterns <i>o, oa, ow</i> p.388d/RWN p.209 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p.406a-406b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>footprint</i> Read Aloud Anthology: "Isabel and the Shy Giant" <p>Phonics/Spelling p. 406c-406e</p> <ul style="list-style-type: none"> Build Words p.406c Fluent Word Reading p.406d Decode and Read p.406d Spelling: Dictation p.406e/RWN p.214
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 387/RWN p.206</p> <ul style="list-style-type: none"> <i>answer, company, faraway, parents, picture, school, wash</i> <p>Text-Based Comprehension p. 387a/RWN p.207/LPI p.135</p> <ul style="list-style-type: none"> Draw Conclusions 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 388e</p> <ul style="list-style-type: none"> <i>answer, company, faraway, parents, picture, school, wash</i> ✓ Monitor Progress – Check High-Frequency Words <p>Selection Vocabulary p.388f/VT 12/RWN p.210</p> <ul style="list-style-type: none"> <i>envelope, persimmons, photograph, smudged</i> Strategy: Prefixes <p>Text-Based Comprehension p.388g-405a/SE 388-405</p> <ul style="list-style-type: none"> READ <i>Dear Juno</i> – 1st Read <p>Literary Text p. 405b</p> <ul style="list-style-type: none"> Simile 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 406f</p> <ul style="list-style-type: none"> Accurate and Appropriate Rate <p>High-Frequency and Selection Words p.406g/RWN p.215</p> <ul style="list-style-type: none"> High-Frequency Words: <i>answer, company, faraway, parents, picture, school, wash</i> Selection Words: <i>envelope, persimmons, photograph, smudged</i> <p>Text-Based Comprehension p. 388g-407a/SE 388-407/LPI 130</p> <ul style="list-style-type: none"> READ <i>Dear Juno</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.387c/GT 12</p> <ul style="list-style-type: none"> Verbs with Singular and Plural Nouns <p>Writing p.387d-387e/RWN p.208</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p. 387f</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.405c/RWN p.211</p> <ul style="list-style-type: none"> Verbs with Singular and Plural Nouns <p>Writing p.405d-405e/RWN p.212</p> <ul style="list-style-type: none"> Friendly Letter <p>Handwriting p.405f</p> <ul style="list-style-type: none"> <i>Numbers 1-10</i> Number Formation <p>Research and Inquiry p.405g/RT 12</p> <ul style="list-style-type: none"> Newspapers and Periodicals 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.407b/LPI 133</p> <ul style="list-style-type: none"> Verbs with Singular and Plural Nouns <p>Writing p.408-409a/SE 408-409/WT 12A</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p.409b</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.A, B, C, D, E, F, G, H, I, J, 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.A, B, C, D, E, F, G, H, I, J, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, I, J, K CC.1.4.2.A, B, C, D, E, F, G, H, I, J, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document	
Unit 3 Week 2 – Dear Juno	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p.401a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>deaf, imitate, sign, language</i> Read Aloud Anthology: "Anna Moves In" <p>Phonics/Spelling p. 410c-410g</p> <ul style="list-style-type: none"> Review Vowel Patterns <i>e, ee, ea, yp</i>.410c/LPI 129 Spiral Review Fluent Word Reading p.410d READ Decodable Reader 12C p.410e-410f Spelling: Vowel Patterns <i>o, oa, ow</i> p.410g/LPI 132 	<p>Content Knowledge p.416a-416b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "Anna Moves In" Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 416c-416d</p> <ul style="list-style-type: none"> Review Vowel Patterns <i>o, oa, ow</i> p.416c Spelling Test p.416d
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>Social Studies in Reading p.410h-415a/SE 410-415</p> <ul style="list-style-type: none"> READ "Many Ways to Be a Soldier"– Paired Selection <p>Fluency p. 415b</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate ✓ Monitor Progress – Fluency Check 	<p>Vocabulary p.416-417/SE 416-417</p> <p>Fluency p. 417a</p> <p>Listening and Speaking 417a</p> <p>Text-Based Comprehension p. 417b</p> <ul style="list-style-type: none"> Review Draw Conclusions <p>Vocabulary p. 417b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 417c</p> <ul style="list-style-type: none"> Review Historical Fiction <p>Assessment p. 417d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34	<u>Differentiated Instruction</u> (Small Group Time) p. SG18-SG34
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p. 415c/RWN p.216</p> <ul style="list-style-type: none"> Verbs with Singular and Plural Nouns <p>Writing p. 415d-415e/WT 12B</p> <ul style="list-style-type: none"> Friendly Letter <p>Listening and Speaking p. 415f</p> <ul style="list-style-type: none"> Solve Problems <p>Research and Inquiry p. 415g</p> <ul style="list-style-type: none"> Synthesize 	<p>Conventions p.417g/LPI 134</p> <ul style="list-style-type: none"> Review Verbs with Singular and Plural Nouns <p>Writing p. 417h-417i/WT 12c</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p. 417j/RWN p.213</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 417k</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.A, B, C, D, E, F, G, H, I, J, T, 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.A, B, C, D, E, F, G, H, I, J, T, V, W, X</p> <p>CC.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 3 Week 3 – Anansi Goes Fishing		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 418j-420a/SE418-419</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>consume, prey, shrewd</i> SwM BB p.13 <p>Phonemic Awareness p. 420-421</p> <ul style="list-style-type: none"> Segment and Count Phonemes <p>Phonics/Spelling p. 421a-422d</p> <ul style="list-style-type: none"> Compound Words p.421a-422a/SE 422/RWN p.217 READ Decodable Reader 13A p.422b Reread for Fluency p.422c Spelling Pretest p.422d/LPI 141 ✓ Monitor Progress – Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 424a-424b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>boast, gloat</i> Big Book: <i>Farmer Smart's Fat Cat</i> <p>Phonics/Spelling p. 424c-424d</p> <ul style="list-style-type: none"> Compound Words p.424c Review <i>Consonant Blends</i> p.424c Spelling: Compound Words p.424d/RWN p.221 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 444a-444b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>snicker</i> Big Book: <i>Farmer Smart's Fat Cat</i> <p>Phonics/Spelling p. 444c-444e</p> <ul style="list-style-type: none"> Build Words p.444c Fluent Word Reading p.444d Decode and Read p.444d Spelling: Dictation p.444e/RWN p.226
<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 423/RWN p.218</p> <ul style="list-style-type: none"> <i>been, believe, caught, finally, today, tomorrow, whatever</i> <p>Text-Based Comprehension p. 423a-423b/RWN p.219/LPI 145</p> <ul style="list-style-type: none"> Compare and Contrast 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 424e</p> <ul style="list-style-type: none"> <i>been, believe, caught, finally, today, tomorrow, whatever</i> ✓ Monitor Progress – Check High-Frequency Words <p>Selection Vocabulary p.424f/WT 13/RWN p.222</p> <ul style="list-style-type: none"> <i>delicious, justice, lazy, weave,</i> Strategy: Antonyms <p>Text-Based Comprehension p.424g-443a/SE 424-443</p> <ul style="list-style-type: none"> READ <i>Anansi Goes Fishing</i> – 1st Read <p>Literary Text p. 443a</p> <ul style="list-style-type: none"> Setting, Character, and Plot 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 444f</p> <ul style="list-style-type: none"> Expressing Characterization <p>High-Frequency and Selection Words p.444g/RWN p.227</p> <ul style="list-style-type: none"> High-Frequency Words: <i>been, believe, caught, finally, today, tomorrow, whatever</i> Selection Words: <i>delicious, justice, lazy, weave</i> <p>Text-Based Comprehension p. 424g-443a/444h-445a/SE 424-445/LPI 140</p> <ul style="list-style-type: none"> READ <i>Anansi Goes Fishing</i> – 2nd Read ✓ Monitor Progress – Check Retelling
<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>	<p align="center"><u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51</p>
<p align="center"><u>Language Arts</u></p> <p>Conventions p.423c/GT 13</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Writing p.423d-423e/RWN p.220</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p. 423f</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.443b/RWN p.443b</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Writing p.443c-443d/RWN p.224</p> <ul style="list-style-type: none"> Narrative Poem <p>Handwriting p.443e</p> <ul style="list-style-type: none"> <i>Manuscript to Cursive</i> Letter Formation <p>Research and Inquiry p.443f/RT 13</p>	<p align="center"><u>Language Arts</u></p> <p>Conventions p.445b</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Writing p.446-447a/SE 446-447/WT 13a</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p.447b/RWN p.225</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, 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, 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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Unit 3 Week 3 – Anansi Goes Fishing	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p.448a-448b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>contentment, cure, incident</i> Read Aloud Anthology: "The Hippopotamus and a Monkey's Heart" <p>Phonics/Spelling p. 448c-448g</p> <ul style="list-style-type: none"> Review Vowel Patterns <i>o, oa, ow</i> p.448c/LPI 139 Spiral Review Fluent Word Reading p.448d READ Decodable Reader 13C p.448e-448f Spelling: Compound Words p.448g/LPI 142 	<p>Content Knowledge p.450a-450b</p> <ul style="list-style-type: none"> Read Aloud Anthology: "The Hippopotamus and a Monkey's Heart" Review Oral Vocabulary Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 450c-450d</p> <ul style="list-style-type: none"> Review Compound Words p.50c Spelling Test p.450d
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>Poetry in Reading p.448h-449a</p> <ul style="list-style-type: none"> READ "Do spiders stick to their own webs?" and "Do turtles leave their shells?"– Paired Selections <p>Fluency p. 449b</p> <ul style="list-style-type: none"> Read with Expression ✓ Monitor Progress – Fluency Check 	<p>Vocabulary p.450-451/SE 450-451</p> <p>Fluency p. 451a</p> <p>Listening and Speaking 451a</p> <p>Text-Based Comprehension p. 451b</p> <ul style="list-style-type: none"> Review Compare and Contrast <p>Vocabulary p. 451b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 451c</p> <ul style="list-style-type: none"> Review Folk Tales <p>Assessment p. 451d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51	<u>Differentiated Instruction</u> (Small Group Time) p. SG35-SG51
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p. 449c/RWN p.228</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Writing p. 449d-449e/WT 13b</p> <ul style="list-style-type: none"> Narrative Poem <p>Listening and Speaking p. 449f</p> <ul style="list-style-type: none"> Summarize Information <p>Research and Inquiry p. 449g</p> <ul style="list-style-type: none"> Synthesize 	<p>Conventions p.451g/LPI 144</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Writing p. 451h-451i/WT 13c</p> <ul style="list-style-type: none"> Narrative Poem <p>Research and Inquiry p. 451j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 451k</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, 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, V, W, X CC.1.5.2.A, C, F</p>

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

Second Grade ELA Sequencing Document		
Unit 3 Week 4 – Rosa and Blanca		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 452j-454b/SE 454-453/SwM p.14</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>abundant, assist, generous</i> <p>Phonemic Awareness p. 454-455/SE p.454-455</p> <ul style="list-style-type: none"> Substitute Final Phonemes <p>Phonics/Spelling p. 455a-456d</p> <ul style="list-style-type: none"> Vowel Patterns <i>i, ie, igh, yp</i>.455a-456a/SE p.456/RWN p.229 READ Decodable Reader 14A p. 456b-456c Reread for Fluency p.456c Spelling Pretest p.456d ✓ Monitor Progress – Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 458a-458b</p> <ul style="list-style-type: none"> Big Book: <i>Farmer Smart's Fat Cat</i> Oral Vocabulary: <i>dismay, efficient</i> <p>Phonics/Spelling p. 458c-458d</p> <ul style="list-style-type: none"> Vowel Patterns <i>i, ie, igh, yp</i>.458c Review <i>Long i (VCe)</i> p.458c Spelling: Vowel Patters <i>i, ie, igh, y</i> p.458d/RWN p.233 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 470a-470b</p> <ul style="list-style-type: none"> Big Book: <i>Farmer Smart's Fat Cat</i> Oral Vocabulary: <i>beam</i> <p>Phonics/Spelling p. 470c-470e</p> <ul style="list-style-type: none"> Build Words p.470c Fluent Word Reading p.470d Decode and Read p.470d Spelling: Dictationp.470e/RWN p.238
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 457/RWN p.230</p> <ul style="list-style-type: none"> <i>alone, buy, daughters, half, many, their, youngest</i> <p>Text-Based Comprehension p. 457a-457b/RWN p.23/LPI p.155</p> <ul style="list-style-type: none"> Sequence 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 458e</p> <ul style="list-style-type: none"> <i>alone, buy, daughters, half, many, their, youngest</i> ✓ Monitor Progress – Check High-Frequency Words <p>Selection Vocabulary p.458f/VT 14/RWN p.234</p> <ul style="list-style-type: none"> <i>chiles, luckiest, tortillas</i> Strategy: Words from Other Languages <p>Text-Based Comprehension p.458g-469a/SE 458-469</p> <ul style="list-style-type: none"> READ <i>Rosa and Blanca</i> – 1st Read <p>Literary Text p. 469a</p> <ul style="list-style-type: none"> Cultural Characteristics 	<p><u>Read and Comprehend</u></p> <p>Fluency p. 470f</p> <ul style="list-style-type: none"> Appropriate Phrasing <p>High-Frequency and Selection Words p.470g/RWN p.239</p> <ul style="list-style-type: none"> High-Frequency Words: <i>alone, buy, daughters, half, many, their, youngest</i> Selection Words: <i>chiles, luckiest, tortillas</i> <p>Text-Based Comprehension p. 458g-469a470h-471a/SE458-471</p> <ul style="list-style-type: none"> READ <i>Rosa and Blanca</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.457c/GT 14</p> <ul style="list-style-type: none"> More About Verbs <p>Writing p.457d-457e/RWN p.232</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p. 457f</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p><u>Language Arts</u></p> <p>Conventions p.469b/RWN p.235</p> <ul style="list-style-type: none"> More About Verbs <p>Writing p.469c-469d/RWN p.236</p> <ul style="list-style-type: none"> Realistic Fiction <p>Handwriting p.469e</p> <ul style="list-style-type: none"> <i>Manuscript to Cursive Letters a, d, c, n, m, and x</i>/Letter Formation <p>Research and Inquiry p.469f/RT 14/RWN p.237</p>	<p><u>Language Arts</u></p> <p>Conventions p.471b/LPI 153</p> <ul style="list-style-type: none"> More About Verbs <p>Writing p.472-473a/SE 472-473</p> <ul style="list-style-type: none"> Realistic Fiction <p>Research and Inquiry p.473b</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, 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 3 Week 4 – Rosa and Blanca	
Day 4	Day 5
<u>Get Ready to Read</u>	<u>Get Ready to Read</u>
<p>Content Knowledge p.474a-474b</p> <ul style="list-style-type: none"> • Read Aloud Anthology “Wiley and the Hairy Man” • Oral Vocabulary: <i>forever, situation</i> <p>Phonics/Spelling p. 474c-474g</p> <ul style="list-style-type: none"> • Review Compound Words p.474c • Spiral Review Fluent Word Reading p.474d • READ Decodable Reader 14C p.474e-474f • Spelling: Vowel Patterns <i>i, igh, yp</i>.474g 	<p>Content Knowledge p.478a-478b</p> <ul style="list-style-type: none"> • Read Aloud Anthology: “Wiley and the Hairy Man” • Review Oral Vocabulary • Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 478c-478d</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>i, ie, igh, yp</i>.478c • Spelling Test p.478d
<u>Read and Comprehend</u>	<u>Read and Comprehend</u>
<p>Social Studies in Reading p.474h-477/SE474-477</p> <ul style="list-style-type: none"> • READ “The Crow and the Pitcher” – Paired Selection <p>Fluency p. 477a</p> <ul style="list-style-type: none"> • Appropriate Phrasing ✓ Monitor Progress – Fluency Check 	<p>Vocabulary p.478-479/SE 478-479</p> <p>Listening and Speaking 479a</p> <p>Fluency p. 479a</p> <p>Text-Based Comprehension p. 479b</p> <ul style="list-style-type: none"> • Review Sequence <p>Vocabulary p. 479b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 479c</p> <ul style="list-style-type: none"> • Review Realistic Fiction <p>Assessment p. 479d</p> <ul style="list-style-type: none"> ✓ Monitor Progress – Sentence Reading; Fluency and Comprehension
<u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68	<u>Differentiated Instruction</u> (Small Group Time) p. SG52-SG68
<u>Language Arts</u>	<u>Language Arts</u>
<p>Conventions p. 477b/RWN p.240</p> <ul style="list-style-type: none"> • More About Verbs <p>Writing p. 477c-477d</p> <ul style="list-style-type: none"> • Realistic Fiction <p>Listening and Speaking p. 477e</p> <ul style="list-style-type: none"> • Give and Description <p>Research and Inquiry p. 477f</p> <ul style="list-style-type: none"> • Synthesize 	<p>Conventions p.479g/LPI 154</p> <ul style="list-style-type: none"> • More About Verbs <p>Writing p. 479h-479i</p> <ul style="list-style-type: none"> • Realistic Fiction <p>Research and Inquiry p. 479j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 479k</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, 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, V, W, X CC.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 3 Week 5 – A Weed Is a Flower		
Day 1	Day 2	Day 3
<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 480j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>excel, process, research</i> <p>Phonemic Awareness p. 482-483</p> <ul style="list-style-type: none"> Blend and Segment Phonemes <p>Phonics/Spelling p. 483a</p> <ul style="list-style-type: none"> Comparative Endings <i>-er, -est</i> READ Decodable Reader 15A Reread for Fluency Spelling Pretest ✓ Monitor Progress – Check Word Reading 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 486a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>opportunity</i> <p>Phonics/Spelling p. 486c</p> <ul style="list-style-type: none"> Comparative Endings <i>-er, -est</i> Review <i>Inflected Endings -ed, -ing</i> Spelling: Comparative Endings <i>-er, -est</i> 	<p align="center"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 508a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>accomplish</i> <p>Phonics/Spelling p. 508c</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>High-Frequency Words p. 485</p> <ul style="list-style-type: none"> <i>clothes, hours, money, neighbor, only, question, taught</i> <p>Text-Based Comprehension p. 485a</p> <ul style="list-style-type: none"> Fact and Opinion 	<p align="center"><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 486e</p> <ul style="list-style-type: none"> <i>clothes, hours, money, neighbor, only, question, taught</i> ✓ Monitor Progress – Check High-Frequency Words <p>Selection Vocabulary p.486f</p> <ul style="list-style-type: none"> <i>agriculture, college, greenhouse, laboratory</i> Strategy: Synonyms <p>Text-Based Comprehension p.486g</p> <ul style="list-style-type: none"> READ <i>A Weed Is a Flower</i> – 1st Read <p>Literary Text p. 507b</p> <ul style="list-style-type: none"> Biography 	<p align="center"><u>Read and Comprehend</u></p> <p>Fluency p. 508f</p> <ul style="list-style-type: none"> Expression and Intonation <p>High-Frequency and Selection Words p.508g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>clothes, hours, money, neighbor, only, question, taught</i> Selection Words: <i>agriculture, college, greenhouse, laboratory</i> <p>Text-Based Comprehension p. 508h</p> <ul style="list-style-type: none"> READ <i>A Weed Is a Flower</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.485c</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, Were</i> <p>Writing p.485d</p> <ul style="list-style-type: none"> Review <p>Research and Inquiry p. 485f</p> <ul style="list-style-type: none"> Identify and Focus on Topic 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.507c</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, Were</i> <p>Writing p.507d</p> <ul style="list-style-type: none"> Review <p>Handwriting p.507f</p> <ul style="list-style-type: none"> <i>Letters o, w, b, v, z, s, r, and f</i> Letter Formation <p>Research and Inquiry p.507g</p> <ul style="list-style-type: none"> ✓ Research Skill: Internet 	<p align="center"><u>Language Arts</u></p> <p>Conventions p.509b</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, Were</i> <p>Writing p.510-511</p> <ul style="list-style-type: none"> Review <p>Research and Inquiry p.511b</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.G, H, I, J, T, V, W, X CC.1.5.2.A, B, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.G, H, I, J, T, V, W, X CC.1.5.2.A, C</p>	<p align="center"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.4.2.G, H, I, J, T, V, W, X CC.1.5.2.A, C</p>

Second Grade ELA Sequencing Document	
Unit 3 Week 5 – A Weed Is a Flower	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p.512a</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>original, scientist, unusual</i> <p>Phonics/Spelling p. 512c</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>i, ie, igh, y</i> • Spiral Review Fluent Word Reading • READ Decodable Reader 15C • Spelling: Comparative Endings -er, -est 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p.516a</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Monitor Progress – Check Oral Vocabulary <p>Phonics/Spelling p. 516c</p> <ul style="list-style-type: none"> • Review Comparative Endings -er, -est • Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>21st Century Skills p.512h</p> <ul style="list-style-type: none"> • Search Engines • READ “What’s Made from Corn?” – Paired Selection <p>Fluency p. 515a</p> <ul style="list-style-type: none"> • Expression and Intonation ✓ Monitor Progress – Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Vocabulary p.516-517</p> <p>Fluency p. 517a</p> <p>Media and Literacy p. 517a</p> <p>Text-Based Comprehension p. 517b</p> <ul style="list-style-type: none"> • Review Fact and Opinion <p>Vocabulary p. 516-517</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 517c</p> <ul style="list-style-type: none"> • Review Autobiography <p>Assessment p. 517d</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. SG69-SG85</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) p. SG69-SG85</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 515b</p> <ul style="list-style-type: none"> • Verbs <i>Am, Is, Are, Was, Were</i> <p>Writing p. 515c</p> <ul style="list-style-type: none"> • Review <p>Listening and Speaking p. 515e</p> <ul style="list-style-type: none"> • Describe Media Techniques <p>Research and Inquiry p. 515f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.517g</p> <ul style="list-style-type: none"> • Verbs <i>Am, Is, Are, Was, Were</i> <p>Writing p. 517h</p> <ul style="list-style-type: none"> • Review <p>Research and Inquiry p. 517j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 517k</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, U, 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>

<p><u>Art Standards</u></p> <p>9.1.3.A 9.1.3B 9.1.3E 9.1.3H 9.1.3J 9.1.3K</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

Optional Unit 3 Review

Day 1	Day 2	Day 3
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR6</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>construct, sidekick, unique, contraption, foolproof, daydream, project, scrap</i> <p>Phonics p. UR8</p> <ul style="list-style-type: none"> Vowel Patterns <i>e, ee, ea, y</i> <p>Spelling p. UR9</p>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR16</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>correspond, postage, transport, cove, footprint, deaf, imitate, sign language</i> <p>Phonics p. UR18</p> <ul style="list-style-type: none"> Vowel Patterns <i>o, oa, ow</i> <p>Spelling p. UR19</p>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR26</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>consume, prey, shrewd, boast, gloat, snicker, contentment, cure incident</i> <p>Phonics pg. UR28</p> <ul style="list-style-type: none"> Compound Words <p>Spelling p. UR29</p>

<ul style="list-style-type: none"> Vowel Patterns <i>e, ee, ea, y</i> 	<ul style="list-style-type: none"> Vowel Patterns <i>o, oa, ow</i> 	<ul style="list-style-type: none"> Compound Words
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. UR10</p> <ul style="list-style-type: none"> <i>guess, pretty, science, shoe, village, watch, won</i> <p>Vocabulary Skill UR10</p> <ul style="list-style-type: none"> Antonyms <p>Text-Based Comprehension p. UR11-13</p> <ul style="list-style-type: none"> Author's Purpose <p>Fluency p. UR13</p> <ul style="list-style-type: none"> Read at an Appropriate Rate 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. UR20</p> <ul style="list-style-type: none"> <i>Answer, company, faraway, parents, picture, school, wash</i> <p>Vocabulary Skill UR20</p> <ul style="list-style-type: none"> Prefixes <p>Text Based Comprehension p. UR21-23</p> <ul style="list-style-type: none"> Draw Conclusions <p>Literary Text p. UR23</p> <ul style="list-style-type: none"> Read with Accuracy at an Appropriate Rate 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. UR30</p> <ul style="list-style-type: none"> <i>Been, believe, caught, finally, today, tomorrow, whatever</i> <p>Vocabulary Skill p. UR30</p> <ul style="list-style-type: none"> Antonyms <p>Text-Based Comprehension pg. UR 31-33</p> <ul style="list-style-type: none"> Compare and Contrast <p>Fluency pg. UR 33</p> <ul style="list-style-type: none"> Read with Expression
<p><u>Differentiated Instruction</u> (Small Group Time) p. UR6-UR15</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. UR16-UR25</p>	<p><u>Differentiated Instruction</u> (Small Group Time) p. UR26-UR35</p>
<p><u>Language Arts</u></p> <p>Conventions p. UR14</p> <ul style="list-style-type: none"> Verbs <p>Handwriting p. UR14</p> <ul style="list-style-type: none"> Letters <i>Zz, Xx</i>/Word Spacing <p>Wrap Up Week 1 Review UR15</p>	<p><u>Language Arts</u></p> <p>Conventions p. UR24</p> <ul style="list-style-type: none"> Verbs with Singular and Plural Nouns <p>Handwriting p. UR24</p> <ul style="list-style-type: none"> Numbers 1 to 10/Number Formation <p>Wrap Up Week 2 Review UR25</p>	<p><u>Language Arts</u></p> <p>Conventions p. UR34</p> <ul style="list-style-type: none"> Verbs for Past, Present, and Future <p>Handwriting p. UR34</p> <ul style="list-style-type: none"> Manuscript to Cursive/Letter Formation <p>Wrap Up Week 3 Review UR35</p>
<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.5.2.A, C, D, E, F, G</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, I, J, K CC.1.5.2.A, C, D, E, F, G</p>	<p><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, F, G, J, K CC.1.5.2.A, C, D, E, F, G</p>

Second Grade ELA Sequencing Document

Optional Unit 3 Review

Day 4	Day 5
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR36</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>abundant, assist, generous, dismay, efficient, beam, forever, situation</i> <p>Phonics p. UR38</p> <ul style="list-style-type: none"> Vowel Patterns <i>i, ie, igh, y</i> <p>Spelling p. UR39</p> <ul style="list-style-type: none"> Vowel Patterns <i>i, ie, igh, y</i> 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. UR46</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>excel, process, research, opportunity, accomplish, original, scientist, unusual</i> <p>Phonics p. UR48</p> <ul style="list-style-type: none"> Comparative Endings, <i>-er, -est</i> <p>Phonics p. UR49</p> <ul style="list-style-type: none"> Comparative Endings, <i>-er, -est</i>

<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. UR40</p> <ul style="list-style-type: none"> • <i>alone, buy, daughters, half, many, their, youngest</i> <p>Vocabulary Skill p. UR40</p> <ul style="list-style-type: none"> • Words from Other Languages <p>Text-Based Comprehension pg. UR 41-43</p> <ul style="list-style-type: none"> • Sequences <p>Fluency pg. UR 43</p> <ul style="list-style-type: none"> • Read with Appropriate Phrasing 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. UR50</p> <ul style="list-style-type: none"> • <i>Clothes, hours, money, neighbor, only, question, taught</i> <p>Vocabulary Skill p. UR50</p> <ul style="list-style-type: none"> • Synonyms <p>Text-Based Comprehension pg. UR 51-53</p> <ul style="list-style-type: none"> • Fact and Opinion <p>Fluency pg. UR 53</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"> • More About Verbs <p>Handwriting p.UR44</p> <ul style="list-style-type: none"> • Manuscript to Cursive/Letter Formation <p>Wrap Up Week 4 Review UR45</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p.UR54</p> <ul style="list-style-type: none"> • Verbs <i>Am, Is, Are, Was, Were</i> <p>Handwriting p.UR54</p> <ul style="list-style-type: none"> • Letters <i>o, w, b, v, z, s, r, and f</i>/Letter Formation <p>Wrap Up Week 5 Review UR55</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.2.D, E CC.1.3.2.A, B, C, D, E, G, 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, J, K CC.1.5.2.A,B, C, D, E, F, G</p>