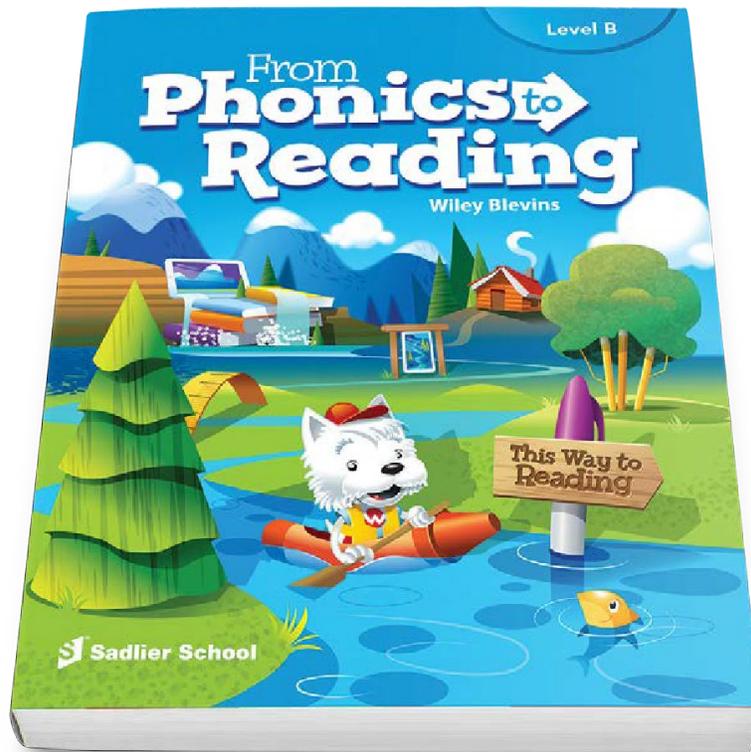


# From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards - 2023

**Grade 2**



### Reading Standards: Foundational Skills

Phonics Decoding (Word Reading) .....	2
Phonics Encoding (Word Writing) .....	11
Handwriting .....	17
Fluency .....	17

Sadlier and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**READING STANDARDS: FOUNDATIONAL SKILLS**

Grade 2 ELA Standards

*From Phonics to Reading, Level B*

**Phonics Decoding (Word Reading)**

Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

**2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).

STUDENT EDITION/TEACHER'S EDITION

*Introduction*

Learn and Blend/Blend It/Daily Practice

Lesson 13: Vowel Team Syllables

- Unit 3, Lesson 13, SE/TE p. 133

Lesson 28: Vowel Team Syllables

- Unit 5, Lesson 28, SE/TE p. 287

*Build Fluency*

Speed Drill

- Unit 3, Lesson 13, SE/TE pp. 135–136

- Unit 5, Lesson 28, SE/TE pp. 289–290

*Read Connected Text*

Connected Text

Lesson 13: Vowel Team Syllables

“Breakfast Time”

- Unit 3, Lesson 13, SE/TE p. 136

- Lesson 28: Vowel Team

Syllables “The Dog Wash”

- Unit 5, Lesson 28, SE/TE p. 290

*Word Sort*

Sort It Out

- Unit 3, Lesson 13, SE p. 137/TE pp. 137–138

- Unit 5, Lesson 28, SE p. 291/TE pp. 291–292

*Read Connected Text*

Decodable Passage

Lesson 13: Vowel Team Syllables

“Fireboats”

- Unit 3, Lesson 13, SE p. 139/TE pp. 139–140

Lesson 28: Vowel Team Syllables

“The Mural”

Unit 5, Lesson 28, SE p. 293/TE pp. 293–294

*Cumulative Assessment*

Fluency Check

- Unit 3, Lesson 13, SE/TE p. 142

- Unit 5, Lesson 28, SE/TE p. 296

FLUENCY BOOSTER PRACTICE BOOK

*Lessons 1–30*

Decodable Text

Lesson 13: Vowel Team Syllables

“By the Seacoast”

- Lesson 13, p. 27

Lesson 28: Vowel Team Syllables

“Hot Air Balloons”

- Lesson 28, p. 57

*continued*

*continued*

<p style="text-align: center;"><i>continued</i></p> <p><b>2.FR.1.PD:</b> Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u>  <b>Decodable Library</b>                      Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> <li>• Level B                      “Fireboats”                      Decodable Passage and Lesson Plan</li> </ul> <p>COMPLEX VOWELS AND DIPHTHONGS/DIPHTHONG OI</p> <ul style="list-style-type: none"> <li>• Level B                      “The Compost Heap”                      Decodable Passage and Lesson Plan</li> </ul> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> <li>• Level B                      “The Mural”                      Decodable Passage and Lesson Plan</li> </ul>
<p><b>2.FR.2.PD:</b> Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).</p> <p><b>Teacher Note:</b>                      When the letter c is immediately followed by e, i, or y it is pronounced /s/ (e.g., cent, cite, cyst), and g is pronounced /j/ when it is immediately followed by e, i, or y (e.g., gel, gist, gym)</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u>  <b>Introduce Sound Spelling</b>                      Blend It  <i>mice, place, cute, cake</i>  <i>grade, page, huge</i></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, SE/TE p. 61</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, SE/TE p. 65</li> </ul> <p><b>Read Connected Text</b>                      Connect Text</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, SE/TE p. 64</li> </ul>
<p><b>2.FR.3.PD:</b> Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u>  <b>Word Study/Morphology</b>                      Silent Letters (kn, wr, gn, mb)                      For example:                      Write the word know and have children read it. Underline the letters kn and ask children which of the two consonants is silent. Explain to children that knowing about silent letters can help them read and spell unfamiliar words with those letter combinations. (TE p. 140)</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, SE/TE p. 140</li> </ul> <p><u>TEACHER’S EDITION</u>  <b>Sound-Spelling and Word Study/Morphology</b>                      Word Study: Silent Letters (kn, wr, gn, mb)                      For example:                      Write the following words: thumb, wrote, knit, gnaw, comb, wrap, knife, gnome. Have children read the words. Then have them work with partners to write the words and circle the silent letter in each. (TE p. 141)</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, TE p. 141</li> </ul>

**2.FR.4.PD:** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

**Teacher Note:**

- A base word holds the primary meaning of the word and can have a prefix or suffix added to it. This can include compound words or two syllable words that are not affixed.

*continued*

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 2: Closed Syllables

- Unit 1, Lesson 2, SE/TE p. 19

**Build Fluency**

Speed Drill

- Unit 1, Lesson 2, SE p. 21/TE pp. 21–22

**Read Connected Text**

Connected Text

Lesson 2: Closed Syllables

“The Joke Book”

- Unit 1, Lesson 2, SE/TE p. 22

**Word Sort**

Sort It Out

- Unit 1, Lesson 2, SE p. 23/TE pp. 23–24

**Read Connected Text**

Decodable Passage

Lesson 2: Closed Syllables

“A Nutty Picnic”

- Unit 1, Lesson 4, SE p. 25/TE pp. 25–26

Lesson 5: Final Blends

“Dear Grandma”

- Unit 1, Lesson 5, SE p. 55/TE pp. 55–56

**Cumulative Assessment**

Fluency Check

- Unit 1, Lesson 2, SE/TE p. 28

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging

Lesson 2: Closed Syllables

“The Rocket Contest”

- Lesson 2, p. 5

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

SYLLABLE TYPES/CLOSED SYLLABLES

- Level B

“A Nutty Picnic”

Decodable Passage and Lesson Plan

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 11: Open Syllables

- Unit 3, Lesson 11, SE/TE p. 113

**Build Fluency**

Speed Drill

- Unit 3, Lesson 11, SE p. 115/TE pp. 115–116

**Read Connected Text**

Connected Text

Lesson 11: Open Syllables

“Would You Like?”

- Unit 3, Lesson 11, SE/TE p. 116

**Word Sort**

Sort It Out

- Unit 3, Lesson 11, SE p. 117/TE pp. 117–118

*continued*

*continued*

**2.FR.4.PD:** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

*continued*

*continued*

**Read Connected Text**

Decodable Passage  
Lesson 11: Open Syllables  
“Animals on the Go”  
• Unit 3, Lesson 11, SE p. 119/TE pp. 119–120

**Cumulative Assessment**

Fluency Check  
• Unit 3, Lesson 11, SE/TE p. 122

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

Lesson 11: Open Syllables

“The Robot”  
• Lesson 11, p. 23

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

SYLLABLE TYPES/OPEN SYLLABLES

• Level B

“Animals on the Go”

Decodable Passage and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 6: Final e

• Unit 2, Lesson 6, SE/TE p. 61

Lesson 7: Final e Syllables

• Unit 2, Lesson 7, SE/TE p. 71

**Build Fluency**

Speed Drill

• Unit 2, Lesson 6, SE/TE pp. 63–64

• Unit 2, Lesson 7, SE/TE pp. 73–74

**Read Connected Text**

Connected Text

Lesson 6: Final e

“Pine Cones”

• Unit 2, Lesson 6, SE/TE p. 64

Lesson 7: Final e Syllables

“Surprise Party!”

• Unit 2, Lesson 7, SE/TE p. 74

**Word Sort**

Sort It Out

• Unit 2, Lesson 6, SE/TE pp. 63–64

• Unit 2, Lesson 7, SE/TE pp. 73–74

**Read Connected Text**

Decodable Passage

Lesson 6: Final e

“A Place in Space”

• Unit 2, Lesson 6, SE p. 67/TE pp. 67–68

Lesson 7: Final e Syllables

“A Place for Wildlife”

• Unit 2, Lesson 7, SE p. 77/TE pp. 77–78

*continued*

*continued*

**2.FR.4.PD:** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

*continued*

*continued*

**Cumulative Assessment**

Fluency Check

- Unit 2, Lesson 6, SE/TE p. 70
- Unit 2, Lesson 7, SE/TE p. 80

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

Lesson 6: Final e

- “Fun and Games”
- Lesson 6, p. 13

Lesson 7: Final e Syllables

- “At the Lakeside”
- Lesson 7, p. 15

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

LONG VOWELS/FINAL E

- Level B (a\_e, i\_e, o\_e, u\_e, e\_e)

“A Place in Space”

Decodable Passage and Lesson Plan

SYLLABLE TYPES/FINAL E SYLLABLES

- Level B

“At the Lakeside”

Decodable Passage and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 18: r-Controlled Vowel /är/

- Unit 4, Lesson 18, SE/TE p. 185

Lesson 19: r-Controlled Vowel /ûr/

- Unit 4, Lesson 19, SE/TE p. 195

Lesson 20: r-Controlled Vowel /ôr/

- Unit 4, Lesson 20, SE/TE p. 205

**Build Fluency**

Speed Drill

- Unit 4, Lesson 18, SE/TE pp. 187–188
- Unit 4, Lesson 19, SE/TE pp. 197–198

Unit 4, Lesson 20, SE/TE pp. 207–208

**Read Connected Text**

Connected Text

Lesson 18: r-Controlled Vowel /är/

“Star Party”

- Unit 4, Lesson 18, SE/TE p. 188

Lesson 19: r-Controlled Vowel /ûr/

“A Laughing Game”

- Unit 4, Lesson 19, SE/TE p. 198

Lesson 20: r-Controlled Vowel /ôr/

“Florida Trip”

- Unit 4, Lesson 20, SE/TE p. 208

**Word Sort**

Sort It Out

- Unit 4, Lesson 18, SE p. 189/TE pp. 189–190
- Unit 4, Lesson 19, SE p. 199/TE pp. 199–200
- Unit 4, Lesson 20, SE p. 209/TE pp. 209–210

*continued*

*continued*

**2.FR.4.PD:** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

*continued*

*continued*

**Read Connected Text**

Decodable Passage

Lesson 18: r-Controlled Vowel /är/  
“Sparky”

- Unit 4, Lesson 18, SE p. 191/TE pp. 191–192

Lesson 19: r-Controlled Vowel /ûr/  
“Escape from Danger”

- Unit 4, Lesson 19, SE p. 201/TE pp. 201–202

Lesson 20: r-Controlled Vowel /ôr/  
“A Roar at the Door!”

- Unit 4, Lesson 20, SE p. 211/TE pp. 211–212

**Cumulative Assessment**

Fluency Check

- Unit 4, Lesson 18, SE/TE p. 194
- Unit 4, Lesson 19, SE/TE p. 204
- Unit 4, Lesson 20, SE/TE p. 214

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

Lesson 18: r-Controlled Vowel /är/  
“A Jar Garden”

- Lesson 18, p. 37

Lesson 19: r-Controlled Vowel /ûr/  
“Ask Nurse Kitty”

- Lesson 19, p. 39

Lesson 20: r-Controlled Vowel /ôr/  
“Rory’s Reply”

- Lesson 20, p. 41

INTERACTIVE PRACTICE BUNDLE\*

**R-CONTROLLED VOWELS/R-CONTROLLED ÂR**

- Level B

“Bears”

Decodable Passage and Lesson Plan

**R-CONTROLLED VOWELS/R-CONTROLLED ÔR**

- Level B

“Rory’s Reply”

Decodable Passage and Lesson Plan

**R-CONTROLLED VOWELS/R-CONTROLLED Û**

- Level B

“Escape from Danger”

Decodable Passage and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 30: Final Stable Syllables

- Unit 6, Lesson 30, SE/TE p. 309

**Build Fluency**

Speed Drill

- Unit 6, Lesson 30, SE/TE p. 311

**Read Connected Text**

Connected Text

Lesson 30: Final Stable Syllables

Mission to Mars”

- Unit 6, Lesson 30, SE/TE p. 312

**Word Sort**

Sort It Out

- Unit 6, Lesson 30, SE/TE p. 313

*continued*

*continued*

**2.FR.4.PD:** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

*continued*

**Read Connected Text**

Decodable Passage

Lesson 30: Final Stable Syllables

“Creature Features”

- Unit 6, Lesson 30, SE p. 315/TE pp. 315–316

**Cumulative Assessment**

Fluency Check

- Unit 6, Lesson 30, SE/TE p. 318

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

Lesson 30: Final Stable Syllables

“Make a Weather Station”

- Lesson 30, p. 61

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

**SYLLABLE TYPES/FINAL STABLE SYLLABLES**

Level B

“Creature Features”

Decodable Passage and Lesson Plan

**2.FR.5.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

STUDENT EDITION/TEACHER’S EDITION

**Word Study/Morphology**

“Reading Big Words” Strategy

Step 1 Look for the word parts (prefixes) at the beginning of the word.

- Unit 1, Lesson 3, SE/TE p. 36

Prefixes (un-, re-, dis-)

Children learn that a prefix is a group of letters added to the beginning of a base word to make a new word. The prefix changes the meaning of the base word.

- Unit 3, Lesson 16, SE/TE p. 170

Prefixes (un-, re-, dis-, pre-, mis-)

- Unit 5, Lesson 26, SE/TE p. 274

**Word Sort**

Sort It Out

Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes.

*mistake, unmade, dislike*

- Unit 2, Lesson 7, SE p. 75/TE pp. 75–76

**Word Building**

Syllable Building

Children use syllable cards to build words, including words with prefixes.

*retake, replace, graceful, disgraceful*

- Unit 2, Lesson 7, SE/TE p. 76

*replay, playful*

- Unit 5, Lesson 28, SE/TE p. 292

*continued*

*continued*

continued

**2.FR.5.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

continued

continued

TEACHER'S EDITION

**Sound-Spelling and Word Study/Morphology**

Word Study/Morphology: "Reading Big Words" Strategy  
For example:

Write the following words: unbundle, reshuffle, mishandle, crabapple. Have children work with partners to divide them into syllables. Ask children to share what steps in the Strategy they used to decode the words. (TE p. 53)

- Unit 1, Lesson 3, TE p. 37

Word Study/Morphology: Prefixes (un-, re-, dis-)

- Unit 3, Lesson 16, TE p. 171

Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)

- Unit 5, Lesson 26, TE p. 275

See also

STUDENT EDITION/TEACHER'S EDITION

**Read Connected Text**

Decodable Passage

Lesson 16: Long u (u, u\_e, ew, ue, iew)

"Make a Card"

discard, reuse, unfold

- Unit 3, Lesson 16, SE/TE p. 169

Lesson 26: Diphthong /oi/ "The Compost Heap"

renew

- Unit 5, Lesson 26, SE p. 273/TE pp. 273–274

**Read Connected Text**

Connected Text

Lesson 26: Diphthong /oi/

"Toy Drive!"

unused, disrepair, remake

- Unit 5, Lesson 26, SE/TE p. 270

STUDENT EDITION/TEACHER'S EDITION

**Word Study/Morphology**

Inflectional Ending -ed

Guide children in reading about adding inflectional ending -ed to an action word. Explain that the action words on page 56 are also base words, words to which the ending -ed can be added. Discuss how the word bumped was formed. Then have children read the sentence with the word. (TE p. 56)

- Unit 1, Lesson 5, SE/TE p. 56

Comparative Suffixes (-er, -est)

Guide children in reading the explanation of the suffixes -er and -est at the top of the page. Ask them to point to the -er ending in smarter.

Underline the ending. Ask children to explain how the ending -er changes the meaning of smart. Repeat for -est and smartest. (TE p. 192)

- Unit 4, Lesson 18, SE/TE p. 192

Inflectional Endings with Spelling Changes

Drop the final e/Change the y to an i/Double final consonant

Guide children in reading the explanation at the top of the page. Write the words bigger, carries, and rumbling. Help children read the words and identify the inflectional endings with spelling changes. Ask children to explain what change was made to each base word before adding the ending. (TE p. 242)

- Unit 4, Lesson 23, SE/TE p. 242

continued

*continued*

**2.FR.5.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

*continued*

TEACHER'S EDITION

***Sound-Spelling and Word Study/Morphology***

Word Study/Morphology: Inflectional Ending -ed

- Unit 1, Lesson 5, TE p. 57

Word Study/Morphology: Comparative Suffixes (-er, -est)

- Unit 4, Lesson 18, TE p. 193

Word Study/Morphology: Inflectional Endings with Spelling Changes

- Unit 4, Lesson 23, TE p. 242

**See Also**

STUDENT EDITION/TEACHER'S EDITION

***Read Connected Text***

Decodable Passage

Lesson 5: Final

Blends

“Dear Grandma”

*wanted, helped, cooked, mended*

- Unit 1, Lesson 5, SE p. 55/TE pp. 55–56

Lesson 18: r-Controlled Vowel /är/

“Sparky”

*smaller, smartest*

- Unit 4, Lesson 18, SE p. 191/TE pp. 191–192

Lesson 23: Consonant + le Syllables

“Watching Birds”

*hobbies, sipping, bigger*

- Unit 4, Lesson 23, SE p. 241/TE pp. 241–242

***Build Fluency***

Speed Drill

*sleepless, unclear, fearless, painful, misread, joyful*

- Unit 5, Lesson 28, SE/TE p. 289

***Read Connected Text***

Decodable Passage

Lesson 16: Long u (u, u\_e, ew, ue, iew)

*discard, reuse, unfold*

“Make a Card”

- Unit 3, Lesson 16, SE p. 169/TE p. 169–170

Connected Text

Lesson 26: Diphthong /oi/

*unused, disrepair, remake*

“Toy Drive!”

- Unit 5, Lesson 26, SE/TE p. 270

***End-of-Book Resources***

“Reading Big Words”

Step 1 *Look for the word parts (prefixes) at the beginning of the word.*

Step 2 *Look for the word parts (suffixes) at the end of the word.*

Step 3 *In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.*

SE/TE p. 332

**Phonics Encoding (Word Writing)**

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

**2.FR.6.PE:** Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).

**Teacher Note:**

- If a word has the /j/ sound immediately after a short vowel, it is spelled -dge. Otherwise, the /j/ is spelled -ge.
- If a word has the /ch/ sound immediately after a short vowel, it is spelled -tch; otherwise, the /ch/ is spelled -ch. Four common exceptions include rich, which, such and much.

STUDENT EDITION/TEACHER'S EDITION

**Teacher Table Intervention**

Guided Spelling Dictation

Lesson 8: Consonant Digraphs (tch)

- Unit 2, Lesson 8, SE/TE p. 86

**Word Building**

*thatch, match, patch*

- Unit 2, Lesson 8, SE/TE pp. 86

**Word Sort**

*bunch, catch, itch*

- Unit 2, Lesson 8, SE/TE pp. 85

**2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

STUDENT EDITION/TEACHER'S EDITION

**Word Sort**

Sort It Out

- Unit 1, Lesson 2, SE/TE pp. 23–24
- Unit 6, Lesson 29, SE/TE pp. 303

**Word Building**

- Unit 2, Lesson 8, SE/TE pp. 24
- Unit 6, Lesson 29, SE/TE pp. 304

**Teacher Table Intervention**

- Unit 2, Lesson 8, SE/TE pp. 24
- Unit 6, Lesson 29, SE/TE pp. 304

**2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).

**Teacher Note:**

- ss- consonant team for unvoiced /s/ at the end of a syllable after a short vowel like in dress
- ce- the silent E is used to create the soft c /s/ sound like in the word face.
- se- the silent E is used after the letter s to show that the word is not plural and the s is not used as a suffix such as lapse vs laps.

STUDENT EDITION/TEACHER'S EDITION

**Word Sort**

Sort It Out

- Unit 1, Lesson 1, SE/TE pp. 13-14
- Unit 2, Lesson 6, SE/TE pp. 65
- Unit 5, Lesson 25, SE/TE pp.261-262

**Teacher Table Intervention**

- Unit 2, Lesson 6, SE/TE pp. 66

Digital Resources

**Assessment**

Formative

Formative Assessments

Cumulative Spelling Sentences

*glass, class*

- Lesson 4  
*ice*
- Lesson 6  
*dress*
- Lesson 8  
*bookcase*
- Lesson 16  
*class*
- Lesson 21  
*mouse*
- Lesson 25  
*voice*
- Lesson 26

**READING STANDARDS: FOUNDATIONAL SKILLS**

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p><b>2.FR.9.PE:</b> Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).</p>	<p><b>Word Building</b> Syllable Building Directions Make words with the letter cards on page 322. Write the words on the lines.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 76</li> </ul> <p><b>Writing Extension</b> Write About It Children use words from the story when writing about the lesson Take- Home Book.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 79</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Teacher Table: Intervention</b> Guided Spelling/Dictation</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 76</li> </ul> <p><b>Teacher Table Assessment</b> Extend the Assessment Check on children's growing ability to spell this week's high-frequency words and words with closed syllables and the previously taught phonics skill.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 80</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <b>Professional Development</b> Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <b>Units 1–6</b> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <ul style="list-style-type: none"> <li>Sound It, Spell It</li> </ul>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**READING STANDARDS: FOUNDATIONAL SKILLS**

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p><b>2.FR.10.PE:</b> Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).</p>	<p><i>Word Building</i> Make New Words Make words with the letter cards on page 326. Write the words on the lines.</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 190</li> <li>Unit 4, Lesson 19, SE/TE p. 200</li> <li>Unit 4, Lesson 20, SE/TE p. 210</li> </ul> <p><i>Writing Extension</i> Write About It Children use words from the story when writing about the lesson Take- Home Book.</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 193</li> <li>Unit 4, Lesson 19, SE/TE p. 203</li> <li>Unit 4, Lesson 20, SE/TE p. 213</li> </ul> <p><i>Teacher Table: Intervention</i> Guided Spelling/Dictation</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, TE p. 190</li> <li>Unit 4, Lesson 19, TE p. 200</li> <li>Unit 4, Lesson 20, TE p. 210</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <i>Professional Development</i> Instructional Guides Spelling Instructional Guide <u>INTERACTIVE PRACTICE BUNDLE*</u> <i>Units 1–6</i> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>
<p><b>2.FR.11.PE:</b> Encode two-syllable words with open syllables (e.g., robot, music, jumbo).</p>	<p><i>Teacher Table Intervention</i> Guided Spelling/Dictation</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, TE p. 118</li> </ul> <p><i>Teacher Table: Assessment</i> Extend the Assessment Check on children’s growing ability to spell this week’s high-frequency words and words with closed syllables and the previously taught phonics skill.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, TE p. 122</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <i>Professional Development</i> Instructional Guides Spelling Instructional Guide <u>INTERACTIVE PRACTICE BUNDLE*</u> <i>Units 1–6</i> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>

® and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**2.FR.12.PE:** Encode long vowel patterns (e.g., wild, told, kind, most, colt).

**Teacher Note:**

- Some common words ending in ld, st, nd, and It have a single vowel with a long vowel sound

STUDENT EDITION/TEACHER’S EDITION

**Word Sort**

*wild, find, child, kind*

- Unit 3, Lesson 14, SE/TE pp. 147-148  
*old, told, sold*
- Unit 3, Lesson 15, SE/TE pp 157-158

**High-Frequency**

*most*

- Unit 5, Lesson 24, SE p 248, TE pp.248-249, 253

**Read Connected Text**

Connected Text

Interactive with Text

*colt*

- Unit 1, Lesson 5, TE p. 52

**Teacher Table: Intervention**

Guided Spelling/Dictation

*blind*

- Unit 3, Lesson 14, TE p. 148  
*cold*

- Unit 3, Lesson 15, TE p. 158

TE DIGITAL RESOURCES\*

**Assessment**

Formative

Formative Assessment

Cumulative Spelling Sentence

*cold*

- Lesson 7  
*child*
- Lesson 14  
*gold*
- Lesson 30

**2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).

**Word Building**

Syllable Building

Directions Make words with the letter cards. Write the words on the lines.

- Unit 3, Lesson 13, SE/TE p. 138
- Unit 5, Lesson 26, SE/TE p. 272
- Unit 5, Lesson 28, SE/TE p. 292

**Writing Extension**

Write About It

Children use words from the story when writing about the lesson Take- Home Book.

- Unit 2, Lesson 7, SE/TE p. 79

**Teacher Table: Intervention**

Guided Spelling/Dictation

- Unit 3, Lesson 13, TE p. 138
- Unit 5, Lesson 26, TE p. 272
- Unit 5, Lesson 28, TE p. 292

**Teacher Table: Assessment**

Extend the Assessment

Check on children’s growing ability to spell this week’s high-frequency words and words with closed syllables and the previously taught phonics skill.

- Unit 3, Lesson 13, TE p. 142
- Unit 5, Lesson 26, TE p. 276
- Unit 5, Lesson 28, TE p. 296

*continued*

*continued*

<p style="text-align: right;"><i>continued</i></p> <p><b>2.FR.13.PE:</b> Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).</p>	<p style="text-align: right;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u>  <b>Professional Development</b>                  Instructional Guides                  Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u>  <b>Units 1–6</b>                  Lessons 1–30                  Interactive Practice Activities                  These assignable interactive activities bring playfulness to practice spelling routines.                  Sound It, Spell It</p>
<p><b>2.FR.14.PE:</b> Encode one-syllable words with diphthongs (oi, oy, ou, ow).</p> <p><b>Teacher Note:</b></p> <ul style="list-style-type: none"> <li>• /oi/ spelled oi is typically used in the beginning or medial position of a syllable; whereas, the oy spelling will traditionally be used at the end of a syllable.</li> <li>• /ou/ spelled ou is typically used in the beginning or medial position of a syllable; whereas, the ow spelling will traditionally be used at the end of a syllable.</li> </ul>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u>  <b>Introduction</b>                  Daily Practice                  Spell It <i>Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</i>                  Lesson 26: Diphthong /oi/  <ul style="list-style-type: none"> <li>• Unit 5, Lesson 26, SE/TE p. 267</li> </ul> <b>Read Connected Text</b>                  Interact with the Text                  Children discuss answers to the questions about the text then write about it using study words.  <ul style="list-style-type: none"> <li>• Unit 5, Lesson 26, SE/TE p. 270</li> </ul> <b>Word Building</b>                  Syllable Building                  Directions Make words with the letter cards. Write the words on the lines.  <ul style="list-style-type: none"> <li>• Unit 5, Lesson 25, SE/TE p. 262</li> <li>• Unit 5, Lesson 26, SE/TE p. 272</li> </ul> <b>Word Sort</b>                  Guided Spelling/Dictation  <ul style="list-style-type: none"> <li>• Unit 5, Lesson 25, TE p. 261-262</li> <li>• Unit 5, Lesson 26, TE p. 271-272</li> </ul> <b>Teacher Table: Intervention</b>                  Guided Spelling/Dictation  <ul style="list-style-type: none"> <li>• Unit 5, Lesson 26, TE p. 272</li> <li>• Unit 5, Lesson 25, TE p. 262</li> </ul> </p>
<p><b>2.FR.15.PE:</b> Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Word Building</b>                  Syllable Building                  Directions Make words with the letter cards on page 328. Write the words on the lines.  <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, SE/TE p. 314</li> </ul> <b>Writing Extension</b>                  Write About It                  Children use words from the story when writing about the lesson Take- Home Book.  <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, SE/TE p. 316</li> </ul> <b>Teacher Table: Intervention</b>                  Guided Spelling/Dictation  <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, TE p. 313</li> </ul> <p style="text-align: right;"><i>continued</i></p> </p>

<p style="text-align: center;"><i>continued</i></p> <p><b>2.FR.15.PE:</b> Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Teacher Table: Assessment</b> Extend the Assessment Check on children’s growing ability to spell this week’s high-frequency words and words with closed syllables and the previously taught phonics skill.</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 30, TE p. 318</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Professional Development</b> Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p><b>Units 1–6</b> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <ul style="list-style-type: none"> <li>Sound It, Spell It</li> </ul>
<p><b>2.FR.16.PE:</b> Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.</p> <p><b>Teacher Note:</b></p> <ul style="list-style-type: none"> <li>e-drop rule- When a syllable ends in a silent e and a vowel suffix is added, drop the e before adding the vowel suffix.</li> <li>doubling rule - When a syllable ends in a single vowel followed by a single consonant, the consonant will be doubled when adding a vowel suffix.</li> <li>change y to i rule - When a syllable spelled ends in a consonant followed by the letter y, change the y to i before adding a vowel suffix unless the vowel suffix begins with an i.</li> </ul> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Word Study/Morphology</b> <i>For example:</i> Directions Choose a base word and a prefix from the box to make a new word. Write the prefix, base word, and new word on one of the lines. You will use a prefix and base word more than once. Directions Write a sentence using a word with the prefix shown at the beginning of the line. You can use one of the words you wrote. (SE/TE p. 274)</p> <p>Prefixes (un-, re-, dis-)  <ul style="list-style-type: none"> <li>Unit 3, Lesson 16, SE/TE p. 170</li> </ul> </p> <p>Prefixes (un-, re-, dis-, pre-, mis-)  <ul style="list-style-type: none"> <li>Unit 5, Lesson 26, SE/TE p. 274</li> </ul> </p> <p>More Related Words Related words are words that have the same base word. One way to make a related word is to add a prefix or a suffix to the base word.  <ul style="list-style-type: none"> <li>Unit 5, Lesson 30, SE/TE p. 316</li> </ul> </p> <p><b>Word Sort</b> Sort It Out Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes. <i>mistake, unmade, dislike</i>  <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</li> </ul> </p> <p><b>Word Building</b> Syllable Building Children use syllable cards to build words, including words with prefixes. <i>retake, replace</i>  <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 76</li> </ul> <i>replay</i>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 292</li> </ul> </p> <p style="text-align: center;"><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Word Study/Morphology</b> Inflectional Ending -ed <i>With children, create a list on chart paper of other words to which the ending -ed can be added. Add to the list in the upcoming weeks. (TE p. 56)</i>  <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 56</li> </ul> <p style="text-align: center;"><i>continued</i></p> </p>

<i>continued</i>	<i>continued</i>
<p><b>2.FR.16.PE:</b> Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.</p>	<p>Comparative Suffixes (-er, -est) Directions Add <i>er</i> or <i>est</i> to each word. Write the new words on the lines. Make any spelling changes that are needed. (TE p. 192)</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 192</li> </ul> <p>Inflectional Endings with Spelling Changes Drop the final e/Change the y to an i/Double final consonant Directions Add the ending to write a new word. Make any spelling changes that are needed. (TE p. 242)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 120</li> <li>Unit 3, Lesson 12, SE/TE p. 130</li> <li>Unit 3, Lesson 14, SE/TE p. 150</li> <li>Unit 4, Lesson 23, SE/TE p. 242</li> </ul> <p>Inflectional Endings with Spelling Changes Irregular Plurals</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, SE/TE p.232</li> </ul> <p><u>TEACHER'S EDITION</u> <i>Sound-Spelling and Word Study/Morphology</i> Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, TE p. 57</li> <li>Unit 12, Lesson 7, TE p. 78</li> </ul>

**Handwriting**

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

<p><b>2.FR.17.H:</b> Form upper and lowercase cursive letters correctly, using a common path of movement.</p>	<p><u>TE DIGITAL RESOURCES*</u> <i>Differentiation Supports</i> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> <li>Pencil Grip, p. 1</li> <li>Posture, p. 2</li> <li>Spacing, p. 3</li> <li>Strokes, p. 3</li> <li>General Tips, p. 4</li> </ul> <p>Letter Formation Guide</p> <ul style="list-style-type: none"> <li>pp. 5–8</li> </ul> <p>Letter Formation Practice Letter Formation Cards (cursive)</p>
---	---

**Fluency**

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

<p><b>2.FR.18.F:</b> Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <i>Introduction</i> Daily Practice: Build Fluency Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 19</li> <li>Unit 2, Lesson 7, SE/TE p. 71</li> <li>Unit 5, Lesson 24, SE/TE p. 247</li> </ul>
---	--

**Build Fluency**

**Speed Drill**

Children practice reading the words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing, to improve their speed.

- Unit 1, Lesson 2, SE/TE p. 21
- Unit 2, Lesson 7, SE/TE p. 73
- Unit 5, Lesson 24, SE/TE p.249

**Read Connected Text**

**Connected Text**

Have children chorally read the text aloud.

“The Joke Book”

- Unit 1, Lesson 2, SE/TE p. 22

“Surprise Party!”

- Unit 2, Lesson 7, SE/TE p. 74

“More Riddles”

- Unit 5, Lesson 24, SE/TE p. 250

**Read Connected Text**

**Decodable Passage**

Have children chorally read the decodable passage to build oral reading fluency.

“A Nutty Picnic”

- Unit 1, Lesson 2, SE p. 25/TE pp. 25–26

“A Place for Wildlife”

- Unit 2, Lesson 7, SE p. 77/TE pp. 77–78

“Moose on the Loose”

- Unit 5, Lesson 24, SE p. 253/TE pp. 253–254

**Cumulative Assessment**

**Fluency Check**

Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

- Unit 1, Lesson 2, SE/TE p. 28
- Unit 2, Lesson 7, SE/TE p. 80
- Unit 5, Lesson 24, SE/TE p. 256

TEACHER’S EDITION

**Independent/Partner Work**

**Build Fluency**

Prompt children to practice reading the Speed Drill words during independent work time. Remind them that they should have a partner to time them reading the words at least two times throughout the week, once they feel prepared.

- Unit 1, Lesson 2, TE p. 22
- Unit 2, Lesson 7, TE p. 74
- Unit 5, Lesson 24, TE p. 250

**Reread Connected Text and Write**

Have children reread the lesson Connected Text.

- Unit 1, Lesson 2, TE p. 22
- Unit 2, Lesson 7, TE p. 74
- Unit 5, Lesson 24, TE p. 250

**Build Fluency**

Have children reread the decodable passages from previous weeks.

- Unit 1, Lesson 2, TE p. 23
- Unit 2, Lesson 7, TE p. 75
- Unit 5, Lesson 24, TE p.251

**Home-School Connection**

**Build Fluency**

Have children read the decodable passages with their families.

- Unit 1, Lesson 2, TE p. 25
- Unit 2, Lesson 7, TE p. 77
- Unit 5, Lesson 24, TE p. 253

*continued*

*continued*

*continued*

**2.FR.18.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

*continued*

*continued*

***Independent/Partner Work***

**Build Fluency**

Have children reread previous stories in their folders or practice reading the words on the Fluency Check with a partner.

- Unit 1, Lesson 2, TE p. 27
- Unit 2, Lesson 7, TE p. 79
- Unit 5, Lesson 24, TE p. 255

TE DIGITAL RESOURCES\*

***Assessment***

Assessment Overview

Formative Assessments

- Fluency Assessment Guidance, p. 3

Formative

Formative Assessments

Fluency Assessment Guidance

***Differentiation Supports***

Additional Routines

Fluency Routines and Minilessons, Level B

- Lesson 3: Model Fluency: Intonation
- Lesson 4: Echo Read and Choral Read
- Lesson 11: Reader's Theater
- Lesson 20: Repeated Readings Chart

***Units 1–6***

Student and Family Resources

Student Fluency Sentences

Frequent, repeated readings of words with previously taught skills accelerate children's phonics mastery. The practice page includes five sentences for each lesson in the Unit.

Lessons 1–30: Instructional Resources: Decodable

Passage Lesson Plan

Before Reading

*English-Learner Supports*

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

*Technique*

Have children whisper-read the book and then do a choral read.

After Reading

*Fluency Plan*

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Unit 1, Lesson 2: Closed Syllables

"A Nutty Picnic" Lesson Plan

Unit 2, Lesson 7: Final e Syllables (a\_e, e\_e, i\_e, o\_e, u\_e)

"A Place for Wildlife" Lesson Plan

Unit 5, Lesson 24: Short oo and Long oo

"Moose on the Loose" Lesson Plan

FLUENCY BOOSTER PRACTICE BOOK

***Lessons 1–30***

Decodable Text

Lesson 2: Closed Syllables

"The Rocket Contest"

- Decodable Text, p. 5
- Comprehension and Vocabulary/Writing: Write About It, p. 6

Lesson 7: Final e Syllables

"At the Lakeside"

- Decodable Text, p. 15
- Comprehension and Vocabulary/Writing: Write About It, p. 16

*continued*

*continued*

**2.FR.18.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

*continued*

*continued*

Lesson 24: Short oo and Long oo

“Soup!”

- Decodable Text, p. 49
- Comprehension and Vocabulary/Writing: Write About It, p. 50

**Fluency Practice**

Fluency Practice 1–Fluency Practice 4

Fluency Practice sentences help accelerate students’ phonics mastery and fluency development with repeated practice of cumulative unit-level skills. These activities include both independent and partner readings of sentences including words of previously taught phonics skills. Self-Progress Checks record up to five readings to help students monitor their fluency progress.

- Fluency Booster Practice Book, pp. 63–66

**Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 1

*Short Vowels; Closed Syllables*

“The Ox and the Frogs”

- Fluency Booster Practice Book, p. 67

Partner Reading 4

*Final e Syllables; Consonant Digraphs (sh, ch, tch, th)*

“Cupcake the Snake”

- Fluency Booster Practice Book, p. 73

Partner Reading 12

*Consonant + le Syllables; Short oo, Long oo*

“On the Couch”

- Fluency Booster Practice Book, p. 89

FLUENCY BOOSTER TEACHER’S COMPONENT\*

**Lessons 1–30**

Decodable Text Lesson

Plan Before Reading

*English-Learner Supports*

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

*Technique*

Have children whisper-read the book and then do a choral read.

After Reading

*Fluency Plan*

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Lesson 2: Closed Syllables

“The Rocket Contest” Lesson Plan

Lesson 7: Final e Syllables

“At the Lakeside” Lesson Plan

Lesson 24: Short oo and Long oo

“Soup!” Lesson Plan

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

*continued*

*continued*

**2.FR.18.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

*continued*

SYLLABLE TYPES/CLOSED SYLLABLES

- Level B  
“A Nutty Picnic”  
Decodable Passage and Lesson Plan

LONG VOWELS/FINAL E

- Level B (a\_e, i\_e, o\_e, u\_e, e\_e)  
“A Place in Space”  
Decodable Passage and Lesson Plan

COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO

- Level B  
“Moose on the Loose”  
Decodable Passage and Lesson Plan