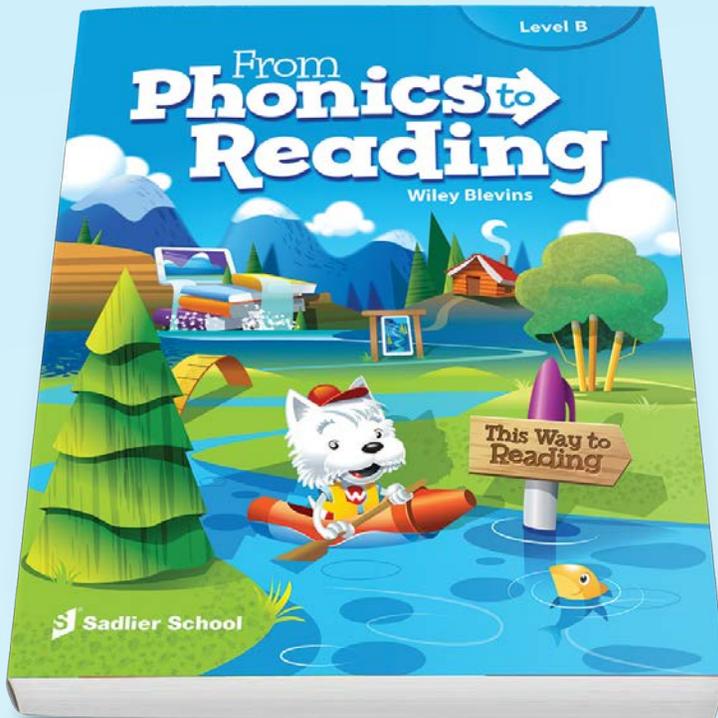


From Phonics to Reading

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 2



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Language Domain

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LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
A. Know spelling-sound correspondences for common vowel teams.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It/Daily Practice
After teacher modeling, children chorally read the syllables and words in each word line. The Daily Practice activities ensure that the children have the responsibility for revisiting these blending lines throughout the week, through interactive practice and markup.

Lesson 13: Vowel Team Syllables

ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei

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

Lesson 28: Vowel Team Syllables

ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei

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

Build Fluency

Speed Drill

Children read the Speed Drill on their own and then practice rereading with a partner. Repeated readings with a partner are timed so that children can track their own progress. The Speed Drill helps children read words with accuracy and automaticity.

- Unit 3, Lesson 13, SE/TE pp. 135–136
- Unit 5, Lesson 28, SE/TE pp. 289–290

Read Connected Text

Connected Text/Interact with the Text

Children read and interact with a short text, applying the lesson skill in context.

“Breakfast Time”

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

“The Dog Wash”

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

Read Connected Text

Decodable Passage

For a first read, have children read independently. Prompt them to underline any confusing or difficult words and sentences. Then have children chorally read the decodable passage to build oral reading fluency.

“Fireboats”

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

“The Mural”

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

Cumulative Assessment

Fluency Check

Assess and record accuracy and fluency as children read the cumulative word list.

- Unit 3, Lesson 13, SE/TE p. 142
- Unit 5, Lesson 28, SE/TE p. 296

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
A. Know spelling-sound correspondences for common vowel teams.

continued

continued

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 13: Vowel Team Syllables

- Unit 3, Lesson 13, TE p. 133

Lesson 28: Vowel Team Syllables

- Unit 5, Lesson 28, TE p. 287

Learning Center

Vowel Team Syllable Hunt

- Unit 3, Lesson 13, TE p. 134
- Unit 5, Lesson 28, TE p. 288

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 3, Lesson 13, TE pp. 135, 137, 139, 141
- Unit 5, Lesson 28, TE pp. 289, 291, 293, 295

TE DIGITAL RESOURCES*

Unit 3

Lesson 13 Vowel Team Syllables

Instructional Resources

Focus Phonics Skill: Vowel Team Syllables/Decodable Words with Phonics Skill

“Fireboats” Lesson Plan

Unit 5

Lesson 28 Vowel Team Syllables

Instructional Resources

Focus Phonics Skill: Vowel Team Syllables/Decodable Words with Phonics Skill

“The Mural” Lesson Plan

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
A. Know spelling-sound correspondences for common vowel teams.

continued

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 13: Vowel Team Syllables

“Pete’s Note”

- Lesson 13, p. 53

Lesson 28: Vowel Team Syllables

“The Billy Goats”

- Lesson 28, p. 113

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 8

Vowel Team Syllables; Long i

“Mail Boats”

- Fluency Booster Practice Book, p. 81

Partner Reading 144

Complex Vowel /ô/; Vowel Team Syllables

“Racket Sports”

- Fluency Booster Practice Book, p. 93

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p>	<p><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>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.</p> <p style="text-align: center;">SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <p>Level B</p> <p>“Fireboats” Decodable Passage and Lesson Plan</p> <p>“By the Seacoast” Decodable Passage and Lesson Plan</p> <p>“The Mural” Decodable Passage and Lesson Plan</p> <p>“Hot Air Balloons” Decodable Passage and Lesson Plan</p>
<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It/Daily Practice After teacher modeling, children chorally read the syllables and words in each word line. Children decode regularly spelled two-syllable words with long vowels in two lists: Transition to Longer Words and Challenge.</p> <p>Lesson 10: Long a <i>mailbox, explain, painting, player, neighbor, workplace</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 103 <p>Lesson 12: Long e <i>sixteen, reread, weakness, daydream, mistreat, timepiece, unseen</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 123 <p>Lesson 14: Long i <i>flying, trying, childhood, kindness, advice, outside, daylight</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 143 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <p>After underlining the long vowel spelling pattern in each word, children pronounce each word with the teacher then practice reading them on their own. Finally, they practice with a partner to improve their speed. The Speed Drill helps children read words with accuracy and automaticity.</p> <p><i>escape, mistake, mailbox, became, subway, today</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE pp. 105–106 <p><i>silly, funny, happy, peanut, monkey, honey, ceiling, mistreat</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE pp. 125–126 <p><i>mighty, flying, kindness, invite, lightly</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE pp. 145–146 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
B. Decode regularly spelled two-syllable words with long vowels.

continued

continued

Read Connected Text

Connected Text/Interact with the Text
Children apply the lesson skill in context.

- **“Hay Bale Maze”**
• Unit 3, Lesson 10, SE/TE p. 106
- **“Busy as a Beaver”**
• Unit 3, Lesson 12, SE/TE p. 126
- **“A Ride into the Wild”**
• Unit 3, Lesson 14, SE/TE p. 146

Read Connected Text

Decodable Passage
Children read the lesson’s decodable story.

- **“Nate, Don’t Be Late!”**
• Unit 3, Lesson 10, SE p. 109/TE pp. 109–110
- **“A Piece of Cheese”**
• Unit 3, Lesson 12, SE p. 129/TE pp. 129–130
- **“How to Make Mud Pies”**
• Unit 3, Lesson 14, SE p. 149/TE pp. 149–150

Cumulative Assessment

Fluency Check
Assess and record accuracy and fluency as children read the cumulative word list.

- Unit 3, Lesson 10, SE/TE p. 112
- Unit 3, Lesson 12, SE/TE p. 132
- Unit 3, Lesson 14, SE/TE p. 152

TEACHER’S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

- **Lesson 10: Long a**
• Unit 3, Lesson 10, TE p. 103
- **Lesson 12: Long e**
• Unit 3, Lesson 12, TE p. 123
- **Lesson 14: Long i**
• Unit 3, Lesson 14, TE p. 143

Learning Center

- Word Sort
• Unit 3, Lesson 10, TE p. 104
- Spin and Spell
• Unit 3, Lesson 12, TE p. 124
- Match Five
• Unit 3, Lesson 14, TE p. 144

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
B. Decode regularly spelled two-syllable words with long vowels.

continued

Independent/Partner Work

Sort Words
Repeat the Closed Sort activity (sort words according to short or long vowel spelling).

- Unit 1, Lesson 1, TE p. 17
- Unit 3, Lesson 10, TE p. 111
- Unit 3, Lesson 14, TE p. 151

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.

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

LONG VOWELS/LONG U

Level B (u, u_e, ue, ew, iew)

“Make a Card”

Decodable Passage and Lesson Plan

SHORT VOWELS/SHORT VOWEL REVIEW

Level B

“At the Cat Cafe”

Decodable Passage and Lesson Plan

Sound Wall

Vowel Valley

Grapheme Wall

Phonemes and Graphemes

Long Vowels

Additional teacher support

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Spelling Instructional Guide

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
C. Decode words with common prefixes and suffixes.

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.
- Step 2 Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read 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

Suffixes (-ful, -less, -y, -ly)

Children learn that a suffix is a letter or group of letters added to the end of a base word to make a new word. The suffix changes the meaning of the base word.

For example:

Guide children in reading the explanation of suffixes at the top of the page. Model how to use the meaning of -ful to determine the meaning of hopeful (full of hope). Then ask children to use the meaning of the suffixes -less, -y, and -ly to tell what the other example words mean.

(TE p. 254)

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

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

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

Read Connected Text

Connected Text

Lesson 26: Diphthong /oi/

“Toy Drive!”

unused, disrepair, remake

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

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
C. Decode words with common prefixes and suffixes.

continued

continued

Build Fluency

Speed Drill

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

sleepless, unclear, fearless, painful, misread, joyful

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

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.

- SE/TE p. 332

TEACHER’S EDITION

Sound-Spelling and Word Study/Morphology

Word Study/Morphology: “Reading Big Words” Strategy

- Unit 1, Lesson 2, TE p. 26

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

- Unit 3, Lesson 16, TE p. 170

Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)

- Unit 5, Lesson 24, TE p. 254

Phonemic Awareness

Phonemic Manipulation: Delete Syllables

Children clap and count the number syllables in a spoken word.

- Unit 5, Lesson 25, TE p. 359
- Unit 5, Lesson 26, TE p. 373
- Unit 5, Lesson 27, TE p. 387

Phonemic Manipulation: Delete and Add Syllables

Children clap and count the number syllables in a spoken word.

- Unit 6, Lesson 28, TE p. 403
- Unit 6, Lesson 29, TE p. 417
- Unit 6, Lesson 30, TE p. 431

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Decode words with common prefixes and suffixes.</p>	<p><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>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.</p> <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <p>Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">WORD STUDY SKILLS/SUFFIXES</p> <p>Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <p>Level C (im-, in-, non-) “Inventions” Decodable Passage and Lesson Plan</p>
<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 15: Long o Words with inconsistent but common spelling-sound correspondences include <i>move/love, none/gone</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 15, SE/TE p. 153 <p>Lesson 24: Short oo and Long oo Words with inconsistent but common spelling-sound correspondences include <i>good/foot, hood/cook, full/push</i>.</p> <ul style="list-style-type: none"> • Unit 5, Lesson 24, SE/TE p. 247 <p>Lesson 28: Vowel Team Syllables Words with inconsistent but common spelling-sound correspondences include <i>rereading/unpleasant</i>.</p> <ul style="list-style-type: none"> • Unit 5, Lesson 28, SE/TE p. 287 <p>High-Frequency Words Read-Spell-Write</p> <p>Words with inconsistent but common spelling-sound correspondences include <i>have/save</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 10 <p>Words with inconsistent but common spelling-sound correspondences include <i>good/food, give/hive</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE/TE p. 50 <p>Words with inconsistent but common spelling-sound correspondences include <i>said/maid</i>.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 72 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. D. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Build Fluency</i> Speed Drill Words with inconsistent but common spelling-sound correspondences include <i>tooth/hook, stood/hoot</i>. • Unit 5, Lesson 24, SE/TE p. 247 Words with inconsistent but common spelling-sound correspondences include <i>malt/talk, salt/stalk</i>. • Unit 5, Lesson 27, TE p. 279 Words with inconsistent but common spelling-sound correspondences include <i>balloon/notebook, allow/pillow</i>. • Unit 5, Lesson 28, SE/TE p. 289</p>
<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. E. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION <i>High-Frequency Words</i> Read-Spell-Write Grade-appropriate irregularly spelled words include <i>many, there, them, said, other</i>. • Unit 2, Lesson 7, SE/TE p. 72 Grade-appropriate irregularly spelled words include <i>been, done, one, even, different</i>. • Unit 3, Lesson 13, SE/TE p. 134 Grade-appropriate irregularly spelled words include <i>people, warm, wash, call, very</i>. • Unit 5, Lesson 28, SE/TE p. 288 <i>Read Connected Text</i> Connected Text “Surprise Party!” Grade-appropriate irregularly spelled words includes <i>said, them</i>. • Unit 2, Lesson 7, SE/TE p. 74 “Breakfast Time” Grade-appropriate irregularly spelled words include <i>different, done, one, even</i>. • Unit 3, Lesson 13, SE/TE p. 136 “The Dog Wash” Grade-appropriate irregularly spelled words include <i>call, wash, warm</i>. • Unit 5, Lesson 28, SE/TE p. 290 <p style="text-align: center;"><i>continued</i></p> </p>

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LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><i>continued</i></p> <p>Read Connected Text Decodable Passage “A Place for Wildlife” Grade-appropriate irregularly spelled words include <i>them, many, here, other</i>.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 77 <p>“Fireboats” Grade-appropriate irregularly spelled words include <i>different, one, done, even</i>.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 139 <p>“The Mural” Grade-appropriate irregularly spelled words include <i>very, people, warm, called</i>.</p> <ul style="list-style-type: none"> • Unit 5, Lesson 28, SE/TE p. 293 <p>TEACHER’S EDITION High-Frequency Words Review/Extend</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE pp. 73, 75, 79 • Unit 3, Lesson 13, TE pp. 135, 137, 141 • Unit 5, Lesson 28, TE pp. 289, 291, 295
<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</p> <p><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION High-Frequency Words Read-Spell-Write <i>many, there, said, them, other</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 72 • Unit 3, Lesson 11, SE/TE p. 114 • Unit 5, Lesson 25, SE/TE p. 258 <p>Read Connected Text Connected Text/Interact with the Text Children apply the lesson skill in context.</p> <p>“Surprise Party!” <i>many, there, them, other, said</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 74 <p>“Would You Like?” <i>don’t, would, off, more</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 11, SE/TE p. 116 <p>“Around We Go” <i>by, goes, time, through</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 25, SE/TE p. 260 <p><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

continued

continued

Read Connected Text

Decodable Passage

“A Place for Wildlife”

many, there, them, other

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

“Animals on the Go”

don't, off, out, more

- Unit 3, Lesson 11, SE p. 119/TE pp. 119-120

“How to Make Lemonade”

by, goes, time, through, water

- Unit 5, Lesson 25, SE p. 263/TE pp. 263-264

TEACHER'S EDITION

High-Frequency Words

Day 2: Review/Extend

- Unit 2, Lesson 7, TE p. 73
- Unit 3, Lesson 11, TE p. 115
- Unit 5, Lesson 25, TE p. 259

Day 3: Review/Use in Context

- Unit 2, Lesson 7, TE p. 75
- Unit 3, Lesson 11, TE p. 117
- Unit 5, Lesson 25, TE p. 261

Day 4: Write a new sentence for each word

- Unit 2, Lesson 7, TE p. 77
- Unit 3, Lesson 11, TE p. 119
- Unit 5, Lesson 25, TE p. 263

Day 5: Review

- Unit 2, Lesson 7, TE p. 79
- Unit 3, Lesson 11, TE p. 121
- Unit 5, Lesson 25, TE p. 265

Teacher Table: Assessment

Extend the Assessment

Check on children's growing ability to spell this week's high-frequency words. This assessment does not have to be administered individually.

- Unit 2, Lesson 7, TE p. 80
- Unit 3, Lesson 11, TE p. 122
- Unit 5, Lesson 25, TE p. 266

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>“At the Lakeside” <i>many, there, them, other, said</i></p> <ul style="list-style-type: none"> • Lesson 7, p. 15 <p>“The Robot” <i>don’t, would, off, out, more</i></p> <ul style="list-style-type: none"> • Lesson 11, p. 23 <p>“Let’s Go Owling” <i>by, goes, time, through, water</i></p> <ul style="list-style-type: none"> • Lesson 25, p. 51
<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p>	<p>TEACHER’S EDITION High-Frequency Words Read-Spell-Write <i>For example:</i> <i>Briefly point out any known spellings and then highlight the irregular or unknown spellings that need to be remembered “by heart.” Underline, write in a different color, or draw a heart above these letters. (TE p. 62)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 62 • Unit 3, Lesson 15, SE/TE p. 154 • Unit 5, Lesson 24, SE/TE p. 248 <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES* Overview High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words</p>

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.

STUDENT EDITION/TEACHER'S EDITION

Read Connected Text

Connected Text/Interact with the Text

Comprehension questions that accompany each selection can be used to monitor children's understanding of the text.

Lesson 1: Short Vowels

"Ben's Tips for Good Health"

- Unit 1 Lesson 1, SE/TE p. 12

Lesson 12: Long e

"Busy as a Beaver"

- Unit 3 Lesson 12, SE/TE p. 126

Lesson 28: Vowel Team Syllables

"The Dog Wash"

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

Read Connected Text

Decodable Passage

Comprehension questions that accompany each selection help monitor children's understanding of the text.

Lesson: 1: Short Vowels

"The Big Log"

- Unit 1, Lesson 1, SE p. 15/TE pp. 15-16

Lesson 12: Long e

"A Piece of Cheese"

- Unit 3, Lesson 12, SE p. 129/TE pp. 129-130

Lesson: 28: Vowel Team Syllables

"The Mural"

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

TE DIGITAL RESOURCES*

Units 1-6

Lesson 1-30: Instructional Resources: Decodable Passage Lesson Plan

Each online Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Lesson: 1: Short Vowels

"The Big Log" Lesson Plan

- Unit 1, Lesson 1

Lesson: 12: Long e

"A Piece of Cheese" Lesson Plan

- Unit 3, Lesson 12

Lesson: 28: Vowel Team Syllables

"The Mural" Lesson Plan

- Unit 5, Lesson 28

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.

continued

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Lesson 1: Short Vowels

“At the Cat Café”

- Decodable Text, p. 3
- Comprehension and Vocabulary/Writing, p. 4

Lesson 12: Long e

“Lucky”

- Decodable Text, p. 25
- Comprehension and Vocabulary/Writing, p. 26

Lesson 28: Vowel Team Syllables

“Hot Air Balloons”

- Decodable Text, p. 57
- Comprehension and Vocabulary/Writing, p. 58

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. 73

Partner Reading 6

Open Syllables; Long e

“The Secrets of Seeds”

- Fluency Booster Practice Book, p. 79

Partner Reading 14

Complex Vowel /ô/; Vowel Team Syllables

“Racket Sports”

- Fluency Booster Practice Book, p. 93

FLUENCY BOOSTER TEACHER’S COMPONENT*

Lessons 1–30

Decodable Text Lesson Plan

Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Lesson 1: Short Vowels

“At the Cat Café” Lesson Plan

Lesson 12: Long e

“Lucky” Lesson Plan

Lesson 28: Vowel Team Syllables

“Hot Air Balloons” Lesson Plan

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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 style="text-align: center;">SHORT VOWELS/SHORT VOWEL REVIEW</p> <p>Level B “The Big Log” Decodable Passage and Lesson Plan</p> <p style="text-align: center;">LONG VOWELS/LONG E</p> <p>Level B (e, e_e, ee, ea, y, ey, ie, ei) “A Piece of Cheese” Decodable Passage and Lesson Plan</p> <p style="text-align: center;">SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <p>Level B “Fireboats” Decodable Passage and Lesson Plan</p>
<p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><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"> • Unit 1, Lesson 2, SE/TE p. 19 • Unit 2, Lesson 7, SE/TE p. 71 • Unit 5, Lesson 24, SE/TE p. 247 <p><i>Build Fluency</i> 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.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 21 • Unit 2, Lesson 7, SE/TE p. 73 • Unit 5, Lesson 24, SE/TE p. 249 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

Read Connected Text

Connected Text/Interact with the Text

Children read and interact with a short text, applying the lesson skill in context.

“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

For a first read, have children read independently. Prompt them to underline any confusing or difficult words and sentences. Circulate and provide support. Then 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 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

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

Independent/Partner Work

Build Fluency
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

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

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.

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

Units 1–6

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, p. 6

Lesson 7: Final e Syllables

“At the Lakeside”

- Decodable Text, p. 15
- Comprehension and Vocabulary/Writing, p. 16

Lesson 24: Short oo and Long oo

“Soup!”

- Decodable Text, p. 49
- Comprehension and Vocabulary/Writing, p. 50

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

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 4

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

“Cupcake the Snake”

- Fluency Booster Practice Book, p. 73

Partner Reading 7

Vowel Team Syllables; Long i

“Night Lights”

- Fluency Booster Practice Book, p. 79

Partner Reading 14

Complex Vowel /ô/; Vowel Team Syllables

“Racket Sports”

- Fluency Booster Practice Book, p. 93

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.

Unit 1 Lesson 2: Closed Syllables

“The Rocket Contest” Lesson Plan

Unit 2 Lesson 7: Final e Syllables

“At the Lakeside” Lesson Plan

Unit 5 Lesson 24: Short oo and Long oo

“Soup!” Lesson Plan

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

Partner Reading

Partner Reading Instructional Resources

Teacher’s Guide to Fluency Practice Book

- What Is Fluency?
- How Do We Teach Fluency?

Teacher’s Guide to Partner Reading Texts

Using the Partner Reading Texts and Reading Records

Fluency Routines and Minilessons, Level B

- Lesson 2: Introduce the Repeated Reading Fluency Routine, p. 6
- Lesson 3: Model Fluency: Intonation, p. 7
- Lesson 4: Echo Read and Choral Read, p. 7
- Lesson 11: Reader’s Theater, p. 9
- Lesson 13: Audiobook Modeling, p. 9
- Lesson 17: Oral Reading Model, p. 11
- Lesson 29: Phrase-Cued Text, p. 14

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 for each text features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

LONG VOWELS/LONG A

Level B (a, ai, ay, a_e, ea, eigh)

“Nate, Don’t Be Late!”

Decodable Passage and Lesson Plan

LONG VOWELS/LONG E

Level B (e, e_e, ee, ea, y, ey, ie, ei)

“A Piece of Cheese”

Decodable Passage and Lesson Plan

LONG VOWELS/LONG O

Level B (oa, ow, o-e, oe, o)

“A Show on the Road”

Decodable Passage and Lesson Plan

Additional teacher support

TE DIGITAL RESOURCES*

Differentiation Supports

Additional Routines

Fluency Routines and Minilessons, Level B

- Lesson 2: Introduce the Repeated Reading Fluency Routine
- Lesson 4: Echo Read and Choral Read
- Lesson 11: Reader’s Theater
- Lesson 17: Oral Reading Model
- Lesson 19: Model Fluency: Phrasing (using conjunctions)
- Lesson 29: Phrase-Cued Text

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TEACHER'S EDITION

Read Connected Text

Connected Text/Interact with the Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

For example:

If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. 146)

“A Happy Baby”

- Unit 1, Lesson 3, SE/TE p. 32

“A Ride into the Wild”

- Unit 3, Lesson 14, SE/TE p. 146

“Toy Drive!”

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

Read Connected Text

Decodable Passage

Children use context to confirm or self-correct word recognition, rereading as necessary.

“A Place in Space”

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

“Sparky”

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

“My Dog, Rex”

- Unit 5, Lesson 27, SE p. 283/TE pp. 283-284

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.1. Demonstrate command of the conventions of writing.
A. Write legibly and with sufficient fluency to support composition.

TE DIGITAL RESOURCES*
Handwriting
Additional Routines
Letter Formation Cards
Letter Formation Chart
Letter Formation Instruction
• Pencil Grip, p. 1
• Posture, p. 2
• Spacing, p. 3
• Strokes, p. 3
• General Tips, p. 4
Letter Formation Guide
• pp. 5–8
Letter Formation Practice
Letter Formation Cards (cursive)

L.WF.2.1. Demonstrate command of the conventions of writing.
B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.

TE DIGITAL RESOURCES*
Handwriting
Additional Routines
Letter Formation Practice
• Trace and Write: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z
INTERACTIVE PRACTICE BUNDLE*
Sound Wall
Grapheme Wall
Phoneme/Grapheme Cards
For example:
/i/ /k/
j jam k kite
g gem c can
dge dodge ck duck

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.1. Demonstrate command of the conventions of writing.
 B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

TE DIGITAL RESOURCES*

Handwriting

Additional Routines

Letter Formation Practice

- Trace and Write: A, E, I, O, U

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

Grapheme Wall

Phoneme/Grapheme Cards

For example:

<i>/ā/</i>		<i>/ō/</i>	
a	acorn	aw	saw
a_e	lake	au	haunt
ai	rain	a(lk)	walk
ay	day	a(ll)	ball
ea	great	a(lt)	salt
eigh	weigh		

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

STUDENT EDITION/TEACHER'S EDITION
Introduction
Daily Practice: Spell It
Lesson 5: Final Blends
• Unit 1, Lesson 5, SE/TE p. 49
Lesson 6: Final e
• Unit 2, Lesson 6, SE/TE p. 61
Lesson 8: Consonant Digraphs (sh, ch, tch, th)
• Unit 2, Lesson 8, SE/TE p. 81

TEACHER'S EDITION
Introduce Sound-Spelling
Lesson 5: Final Blends
• Unit 1, Lesson 5, TE p. 49
Lesson 6: Final e
• Unit 2, Lesson 6, TE p. 61
Lesson 8: Consonant Digraphs (sh, ch, tch, th)
• Unit 2, Lesson 8, TE p. 81
Sound-Spelling/Blending
Cumulative Quick Check
• Unit 1, Lesson 5, TE pp. 51, 53, 55, 57
• Unit 2, Lesson 6, TE pp. 63, 65, 67, 69
• Unit 3, Lesson 11, TE pp. 115, 117, 119, 121

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
ii. Complex consonant blends (scr, str, squ).

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Three-Letter Blends
spl, squ, scr, spr, str, thr
• Unit 2, Lesson 9, SE/TE p. 98

TEACHER'S EDITION
Introduce Sound-Spelling
Lesson 8: Consonant Digraphs (sh, ch, tch, th)
• Unit 2, Lesson 8, TE p. 81
Lesson 9: Consonant Digraphs (wh, ph, ng, nk)
• Unit 2, Lesson 9, TE p. 91
Sound-Spelling and Word Study/Morphology
Word Study/Morphology: Three-Letter Blends
crap, scratch, splash, split, spray, spring, straw, street, squad, square, three, throw
• Unit 2, Lesson 9, TE p. 99

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

Lesson 13: Vowel Team Syllables

ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei

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

Lesson 15: Long o

oa, ow, oe

- Unit 3, Lesson 15, SE/TE p. 153

Lesson 16: Long u

ew, ue

- Unit 3, Lesson 16, SE/TE p. 163

TEACHER'S EDITION

Introduce Sound-Spelling

Lesson 13: Vowel Team Syllables

ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei

- Unit 3, Lesson 13, TE p. 133

Lesson 15: Long o

oa, ow, oe

- Unit 3, Lesson 15, TE p. 153

Lesson 16: Long u

ew, ue

- Unit 3, Lesson 16, TE p. 163

Independent/Partner Work

Spell Word

- Unit 3, Lesson 13, TE p. 137
- Unit 3, Lesson 15, TE p. 157
- Unit 3, Lesson 16, TE p. 167

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 3, Lesson 13, TE pp. 185, 187, 190, 192
- Unit 4, Lesson 15, TE pp. 215, 217, 220, 222
- Unit 4, Lesson 16, TE pp. 229, 231, 234, 236

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
iv. Vowel-r combinations (turn, star, third, four/for).

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

- Lesson 18: r-Controlled Vowel /är/**
 - Unit 4, Lesson 18, SE/TE p. 185
- Lesson 19: r-Controlled Vowel /ür/**
 - Unit 4, Lesson 19, SE/TE p. 195
- Lesson 20: r-Controlled Vowel /ôr/**
 - Unit 4, Lesson 20, SE/TE p. 205

Word Sort

Sort It Out

- Unit 4, Lesson 18, SE/TE p. 189
- Unit 4, Lesson 19, SE/TE p. 199
- Unit 4, Lesson 20, SE/TE p. 209

Word Building

Make New Words

Make words with the letter cards on page 326. Write the words on the lines.

- Unit 4, Lesson 18, SE/TE p. 190
- Unit 4, Lesson 19, SE/TE p. 200
- Unit 4, Lesson 20, SE/TE p. 210

Writing Extension

Write About It

- Unit 4, Lesson 18, SE/TE p. 193
- Unit 4, Lesson 19, SE/TE p. 203
- Unit 4, Lesson 20, SE/TE p. 213

TEACHER'S EDITION

Introduce Sound-Spelling

Corrective Feedback

- Lesson 18: r-Controlled Vowel /är/**
 - Unit 4, Lesson 18, TE p. 185
- Lesson 19: r-Controlled Vowel /ür/**
 - Unit 4, Lesson 19, TE p. 195
- Lesson 20: r-Controlled Vowel /ôr/**
 - Unit 4, Lesson 20, TE p. 205

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 4, Lesson 18, TE pp. 187, 189, 191, 193
- Unit 4, Lesson 19, TE pp. 197, 199, 201, 203
- Unit 4, Lesson 20, TE pp. 207, 209, 211, 213

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

<i>continued</i>	<i>continued</i>
<p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>iv. Vowel-r combinations (turn, star, third, four/for).</p>	<p>Independent/Partner Work Spell Words</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, TE p. 189 • Unit 4, Lesson 19, TE p. 199 • Unit 4, Lesson 20, TE p. 209 <p>Teacher Table: Intervention Guided Spelling/Dictation</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, TE p. 190 • Unit 4, Lesson 19, TE p. 200 • Unit 4, Lesson 20, TE p. 210
<p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>v. Contractions (we'll; I'm; they've; don't).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Contractions <i>I'm, can't, don't, I'll, isn't, she's, they'll, won't, you're</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, SE/TE p. 110 <p><u>TEACHER'S EDITION</u> Sound-Spelling and Word Study/Morphology Word Study/Morphology: Contractions</p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, TE p. 111
<p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>vi. Homophones (bear, bare; past, passed).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Homophones <i>by/buy, meat/meet, road/rode, there/their, one/won</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 17, SE/TE p. 180 <p><u>TEACHER'S EDITION</u> Sound-Spelling and Word Study/Morphology Word Study/Morphology: Homophones</p> <ul style="list-style-type: none"> • Unit 3, Lesson 17, TE p. 181

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
vii. Plurals and possessives (its, it's).

~~~~~ **Plurals** ~~~~~

STUDENT EDITION/TEACHER'S EDITION  
**Word Study/Morphology**  
**Irregular Plurals**  
• Unit 4, Lesson 22, SE/TE p. 232  
**More Irregular Plurals**  
• Unit 5, Lesson 27, SE/TE p. 284

TEACHER'S EDITION  
**Sound-Spelling and Word Study/Morphology**  
**Word Study/Morphology: Irregular Plurals**  
• Unit 4, Lesson 22, TE p. 233  
**Word Study/Morphology: More Irregular Plurals**  
• Unit 5, Lesson 27, TE p. 285

~~~~~ **Possessives** ~~~~~

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Possessives
• Unit 2, Lesson 8, SE/TE p. 88

TEACHER'S EDITION
Sound-Spelling and Word Study/Morphology
Word Study/Morphology: Possessives
• Unit 2, Lesson 8, TE p. 89

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
B. Regular two- and three-syllable words that:
i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).

STUDENT EDITION/TEACHER'S EDITION
Introduction
Daily Practice: Spell It
Lesson 29: Review Syllable Types
1. *Open Syllables*
2. *Closed Syllables*
3. *Consonant + le Syllables*
4. *Vowel Team Syllables*
5. *r-Controlled Vowel Syllables*
6. *Final e Syllables*
• Unit 6, Lesson 29, SE/TE p. 299

Word Sort
Sort It Out
• Unit 6, Lesson 29, SE p. 303/TE pp. 303-304

Word Building
Syllable Building
Have children work in pairs and use the syllable cards to build as many words as possible. Circulate and provide corrective feedback. Have children write the words they made on Student Book, page 304.
• Unit 6, Lesson 29, SE/TE p. 304

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2 | FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS |
|--|---|
| <p style="text-align: center;"><i>continued</i></p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Regular two- and three-syllable words that:</p> <p>i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).</p> | <p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION</p> <p>Introduce Spelling Pattern</p> <p>Lesson 29: Review Syllable Types</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE p. 299 <p>Learning Center/Enrichment</p> <p>Syllable Sort</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE p. 300 <p>Teacher Table: Intervention</p> <p>Guided Spelling/Dictation</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE p. 303 |
| <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Regular two- and three-syllable words that:</p> <p>ii. Are compounds comprising familiar parts (houseboat; yellowtail).</p> | <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study/Morphology</p> <p>Compound Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 160 Unit 5, Lesson 25, SE/TE p. 264 <p>TEACHER'S EDITION</p> <p>Sound-Spelling and Word Study/Morphology</p> <p>Word Study/Morphology: Compound Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, TE p. 161 Unit 5, Lesson 25, TE p. 265 |
| <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Regular two- and three-syllable words that:</p> <p>iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).</p> <p style="text-align: center;"><i>continued</i></p> | <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study/Morphology</p> <p>“Reading Big Words” Strategy</p> <p>Step 1: Look for the word parts (prefixes) at the beginning of the word.</p> <p>Step 2: Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 36 <p>Prefixes (un-, re-, dis-)</p> <p>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.</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 170 <p style="text-align: center;"><i>continued</i></p> |

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LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- B. Regular two- and three-syllable words that:
- iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

continued

STUDENT EDITION/TEACHER'S EDITION

Word Study/Morphology

Suffixes (-ful, -less, -y, -ly)

Children learn that a suffix is a letter or group of letters added to the end of a base word to make a new word. The suffix changes the meaning of the base word.

For example:

Guide children in reading the explanation of suffixes at the top of the page. Model how to use the meaning of -ful to determine the meaning of hopeful (full of hope). Then ask children to use the meaning of the suffixes -less, -y, and -ly to tell what the other example words mean.

(TE p. 254)

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

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 affixes.

(retake, replace, graceful, disgraceful)

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

(replay, playful)

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

Build Fluency

Speed Drill

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

(sleepless, unclear, fearless, painful, misread, joyful)

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

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
C. Words with suffixes that require:
i. consonant doubling (penning, slimmed).

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Inflectional Endings (double final consonant)
• Unit 3, Lesson 11, SE/TE p. 120
Inflectional Endings with Spelling Changes
Drop the final e/change the y to i/double final consonant
• Unit 4, Lesson 23, SE/TE p. 242
More Inflectional Endings with Spelling Changes
Drop the final e/change the y to i/double final consonant
• Unit 5, Lesson 28, SE/TE p. 294
TEACHER'S EDITION
Sound-Spelling and Word Study/Morphology
Word Study/Morphology: Inflectional Endings (double final consonant)
• Unit 3, Lesson 11, TE p. 121
Word Study/Morphology: Inflectional Endings with Spelling Changes
• Unit 4, Lesson 23, TE p. 243
Word Study/Morphology: More Inflectional Endings with Spelling Changes
• Unit 5, Lesson 28, TE p. 295

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
C. Words with suffixes that require:
ii. dropping silent-e (smiled, paving).

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Inflectional Endings (drop e)
• Unit 2, Lesson 7, SE/TE p. 78
Inflectional Endings with Spelling Changes
Drop the final e/change the y to i/double final consonant
• Unit 4, Lesson 23, SE/TE p. 242
More Inflectional Endings with Spelling Changes
Drop the final e/change the y to i/double final consonant
• Unit 5, Lesson 28, SE/TE p. 294
TEACHER'S EDITION
Sound-Spelling and Word Study/Morphology
Word Study/Morphology: Inflectional Endings (drop e)
• Unit 2, Lesson 7, TE p. 79
Word Study/Morphology: Inflectional Endings with Spelling Changes
• Unit 4, Lesson 23, TE p. 243
Word Study/Morphology: More Inflectional Endings with Spelling Changes
• Unit 5, Lesson 28, TE p. 295

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
D. Most often used words in English:
i. Irregular words (against, many, enough, does).

STUDENT EDITION/TEACHER'S EDITION
High-Frequency Words
Read-Spell-Write
good, do, does
• Unit 1, Lesson 5, SE/TE p. 50
many, there, said, other
• Unit 2, Lesson 7, SE/TE p. 72
together, around, first, its, part
• Unit 3, Lesson 16, SE/TE p. 164

TEACHER'S EDITION
High-Frequency Words
Use in Context/Write
• Unit 1, Lesson 5, TE pp. 53, 55
• Unit 2, Lesson 7, TE pp. 75, 79
• Unit 3, Lesson 16, TE pp. 167, 169

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
D. Most often used words in English:
ii. Pattern-based words (which, kind, have).

STUDENT EDITION/TEACHER'S EDITION
Introduction
Daily Practice: Spell It
Lesson 8: Consonant Digraphs (sh, ch, tch, th)
ship, shop/chip, chin, chick/switch, batch
• Unit 2, Lesson 8, SE/TE p. 81
Lesson 15: Long o
low, snow, grow, below/float, coat/sold, told
• Unit 3, Lesson 15, SE/TE p. 153
Lesson 21: r-Controlled Vowel /âr/
fair, hair, chair, pair/bear, pear, tear, wear
• Unit 4, Lesson 21, SE/TE p. 215

Word Sort
Sort It Out
Open Sort/Closed Sort/Check and Discuss
Children read and sort words based on word families or common spelling patterns.
catch, itch/flash, shed, wish
• Unit 1, Lesson 8, SE p. 85/TE pp. 85–86
cold, old, told
• Unit 3, Lesson 15, SE p. 157/TE pp. 157–158
action, nation, station/pressure, teasure/creature, future, nature
• Unit 6, Lesson 30, SE p. 313/TE pp. 313–314

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- D. Most often used words in English:
- ii. Pattern-based words (which, kind, have).

continued

Word Building

Make New Words

Children use letter cards to build a base set of words. Next, they replace, delete, or add one or more letters to make new words.

thatch, patch, match

- Unit 2, Lesson 8, SE/TE p. 86
air, chair, stair/bare, bear, tear, wear, swear
- Unit 4, Lesson 21, SE/TE p. 220
all, tall, stall, call, ball, wall/walk, talk, stalk
- Unit 5, Lesson 27, SE/TE p. 282

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2 | FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS |
|---|---|
| <p>L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>B. Capitalize holidays, product names and geographic names.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>C. Supply adjectives in noun phrases to make them more precise or engaging.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
<i>High-Frequency Words</i>
Extend
Prompt children to create and expand oral sentences by adding descriptive details.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 21 • Unit 3, Lesson 17, TE p. 175 • Unit 5, Lesson 24, TE p. 249 |
| <p>L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

~~~~~ **Abbreviations** ~~~~~

STUDENT EDITION/TEACHER'S EDITION  
**Word Study/Morphology**  
Abbreviations  
*For example:*  
*Guide children in reading the explanation of abbreviations at the top of the page. Ask them to read each word and its abbreviation. Have children point to the uppercase letters and periods in the abbreviations. (TE p. 212)*

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

TEACHER'S EDITION  
**Sound-Spelling and Word Study/Morphology**  
Word Study/Morphology: Abbreviations

- Unit 4, Lesson 20, TE p. 213

~~~~~ **Greetings and Closings** ~~~~~

STUDENT EDITION/TEACHER'S EDITION
Read Connected Text
Decodable Passage
Letter (commas in the greeting and closing)

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

Connected Text
Letter (commas in the greeting and closing)

- Unit 5, Lesson 27, SE/TE p. 280
- Unit 6, Lesson 29, SE/TE p. 302

Additional capitalization and punctuation criteria are beyond the scope of this supplemental foundational skills program.

L.WF.2.3.Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
F. Use an apostrophe to form contractions and frequently occurring possessives.

~~~~~ **Contractions** ~~~~~

STUDENT EDITION/TEACHER'S EDITION  
**Word Study/Morphology**  
Contractions

- Unit 3, Lesson 10, SE/TE p. 110

TEACHER'S EDITION  
**Sound-Spelling and Word Study/Morphology**  
Word Study/Morphology: Contractions

- Unit 3, Lesson 10, TE p. 111

~~~~~ **Possessives** ~~~~~

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Possessives

- Unit 2, Lesson 8, SE/TE p. 88

TEACHER'S EDITION
Sound-Spelling and Word Study/Morphology
Word Study/Morphology: Possessives

- Unit 2, Lesson 8, TE p. 89

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

This criterion is beyond the scope of this supplemental foundational skills program.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice

Write About It

Use the lesson words to create a story. Draw a box around the words from the list that you used.

- Unit 1, Lesson 2, SE/TE p. 19
- Unit 3, Lesson 17, SE/TE p. 173
- Unit 6, Lesson 29, SE/TE p. 299

High-Frequency Words

Use in Context

- Unit 1, Lesson 2, SE/TE p. 20
- Unit 3, Lesson 17, SE/TE p. 174
- Unit 6, Lesson 29, SE/TE p. 300

Read Connected Text

Interact with the Text

Children discuss answers to the question about the text then write about it using study words.

- Unit 1, Lesson 2, SE/TE p. 22
- Unit 3, Lesson 17, SE/TE p. 176
- Unit 6, Lesson 29, SE/TE p. 302

Word Building

Syllable Building

Make words with the syllable cards on page 320. Write the words on the lines provided.

- Unit 1, Lesson 2, SE/TE p. 24
- Unit 3, Lesson 17, SE/TE p. 178
- Unit 6, Lesson 29, SE/TE p. 304

Writing Extension

Write About It

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

- Unit 1, Lesson 2, SE/TE p. 27
- Unit 3, Lesson 17, SE/TE p. 181
- Unit 6, Lesson 29, SE/TE p. 307

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

| | |
|---|---|
| <i>continued</i> | <i>continued</i> |
| <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>TEACHER'S EDITION</p> <p><i>High-Frequency Words</i></p> <p>Extend
Prompt children to expand on one sentence by adding descriptive details or by combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 21 • Unit 3, Lesson 17, SE/TE p. 175 • Unit 6, Lesson 29, SE/TE p. 301 <p>Use in Context
Children complete each sentence using one of the high-frequency words listed above.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 23 • Unit 3, Lesson 17, TE p. 177 • Unit 6, Lesson 29, TE p. 303 <p>Teacher Table: Intervention</p> <p>Guided Spelling/Dictation
Children write teacher-dictated words and phrases.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 24 • Unit 3, Lesson 17, TE p. 178 • Unit 6, Lesson 29, TE p. 304 |
| <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Compare formal and informal uses of English.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
A. Use sentence-level context as a clue to the meaning of a word or phrase.

TEACHER'S EDITION

Read Connected Text

Connected Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

For example:

If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. 146)

“A Happy Baby”

- Unit 1, Lesson 3, SE/TE p. 32

“A Ride into the Wild”

- Unit 3, Lesson 14, SE/TE p. 146

“Toy Drive!”

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

Read Connected Text

Decodable Passage

Children use context to confirm or self-correct word recognition, rereading as necessary.

“A Place in Space”

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

“Sparky”

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

“My Dog, Rex”

- Unit 5, Lesson 27, SE p. 283/TE pp. 283–284

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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.

Step 2 Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read 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

Suffixes (-ful, -less, -y, -ly)

Children learn that a suffix is a letter or group of letters added to the end of a base word to make a new word. The suffix changes the meaning of the base word.

For example:

Guide children in reading the explanation of suffixes at the top of the page. Model how to use the meaning of -ful to determine the meaning of hopeful (full of hope). Then ask children to use the meaning of the suffixes -less, -y, and -ly to tell what the other example words mean.

(TE p. 254)

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

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 affixes.

(retake, replace, graceful, disgraceful)

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

(replay, playful)

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

Build Fluency

Speed Drill

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

(sleepless, unclear, fearless, painful, misread, joyful)

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

continued

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

continued

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 24: Short oo and Long oo

“Let’s Make Music!”

- Unit 4, Lesson 19, SE/TE pp. 273–274

Connected Text

Lesson 26: Diphthong /oi/

“Toy Drive!”

(unused, disrepair, remake)

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

End-of-Book Resources

“Reading Big Words”

- SE/TE p. 332

TEACHER’S EDITION

Sound-Spelling and Word Study/Morphology

Word Study/Morphology: “Reading Big Words” Strategy

- Unit 1, Lesson 2, TE p. 26

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

- Unit 3, Lesson 16, TE p. 170

Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)

- Unit 5, Lesson 24, TE p. 254

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.

WORD STUDY SKILLS/PREFIXES

Level C (dis-, un-, pre-, re-)

“Packing for a Trip”

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/SUFFIXES

Level C (-ful, -less, -y, -u)

“Join Our Walking School Bus!”

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/PREFIXES

Level C (im-, in-, non-)

“Inventions”

Decodable Passage and Lesson Plan

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

STUDENT EDITION/TEACHER'S EDITION

Word Study/Morphology

Related Words

Related words are words that have the same base word. One way to make a related word is to add a suffix to the base word.

For example:

Make sure children understand that they can add more than one suffix to each word to create a list of related words. Call on children to read aloud the words they wrote and tell what suffixes they added. Then have children tell what they notice about the meanings of the related words they wrote. Guide them to notice that the meanings are related because they have a common base word. (TE p. 306)

- Unit 6, Lesson 29, SE/TE p. 306

More Related Words

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

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.

WORD STUDY SKILLS/RELATED WORDS

Level C

“Friendly or Unfriendly?”

Interact with the Text and Lesson Plan

Level C

“The Time Capsule”

Decodable Passage and Lesson Plan

L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

continued

STUDENT EDITION/TEACHER'S EDITION

Word Study/Morphology

Compound Words

For example:

Call on children to read aloud the compound words they wrote. For each word, ask them to use the meaning of the smaller words to give the meaning of the compound word. (TE p. 160)

- Unit 3, Lesson 15, SE/TE p. 160
- Unit 5, Lesson 25, SE/TE p. 264

TEACHER'S EDITION

Sound-Spelling and Word Study/Morphology

Word Study/Morphology: Compound Words

- Unit 3, Lesson 15, TE p. 161
- Unit 5, Lesson 25, TE p. 265

continued

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

| | |
|--|---|
| <p style="text-align: center;"><i>continued</i></p> <p>L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> | <p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*
<i>Decodable Library</i>
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.</p> <p style="text-align: center;">WORD STUDY SKILLS/COMPOUND WORDS</p> <p>Level C
“Insect Hunt Highlights”
Interact with the Text and Lesson Plan</p> <p>Level C
“Birdwatching”
Decodable Passage and Lesson Plan</p> |
| <p>L.KL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER’S EDITION
<i>Learning Center</i>
Short Vowel Switch
Confirm words in a print or online dictionary.
• Unit 1, Lesson 1, TE p. 10
Syllable Match-up
Confirm words in a print or online dictionary.
• Unit 6, Lesson 30, TE p. 310
<i>Sound-Spelling and Word Study/Morphology</i>
Word Study/Morphology: Homographs
Encourage children to use a dictionary to find the word meanings.
• Unit 4, Lesson 21, TE p. 223</p> |
| <p>L.KL.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT EDITION/TEACHER’S EDITION
<i>High-Frequency Words</i>
Use in Context
Children use real-life connections as clues to selecting a study word to complete the sentence.
• Unit 3, Lesson 10, SE/TE p. 104
• Unit 3, Lesson 15, SE/TE p. 154
• Unit 4, Lesson 20, SE/TE p. 206</p> |

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

| | |
|--|---|
| | <p>TEACHER'S EDITION
High-Frequency Words
Extend
Children expand oral sentences by adding real-life connected descriptive details.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, TE p. 105 • Unit 3, Lesson 15, TE p. 155 • Unit 4, Lesson 20, TE p. 207 <p>Teacher Table: English Learners
Vocabulary
Explain words with real-world connections with pictures and pantomime.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, TE p. 39 • Unit 3, Lesson 11, TE p. 113 • Unit 5, Lesson 27, TE p. 277 |
| <p>L.KL.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.KL.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p style="text-align: right;"><i>continued</i></p> | <p><i>These criteria are beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT EDITION/TEACHER'S EDITION
Unit 3
Home Connection
<i>Dear Family/Apreciada familia</i>
Use rhyming words that use the weekly skill to create a short rhyme.</p> <ul style="list-style-type: none"> • Unit 3, SE/TE p. 101 <p>Read Connected Text
Connected Text/Interact with the Text
Identify rhyming words.
<i>For example:</i>
<i>Draw a box around the consonant + le syllable words that rhyme.</i>
"A Happy Baby"</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, SE/TE p. 32 <p style="text-align: right;"><i>continued</i></p> |

LANGUAGE DOMAIN – GRADE 2

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 2

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

continued

- L.KL.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

continued

Read Connected Text

Decodable Passage
Identify rhyming words.

For example:

Which words rhyme in the second stanza? Why do these words rhyme?
(TE p. 98)

“A Year of Seasons” (poem)

- Unit 2, Lesson 9, SE p. 97/TE pp. 97–98

“Scarecrow Joe” (poem)

- Unit 3, Lesson 15, SE/TE p. 156