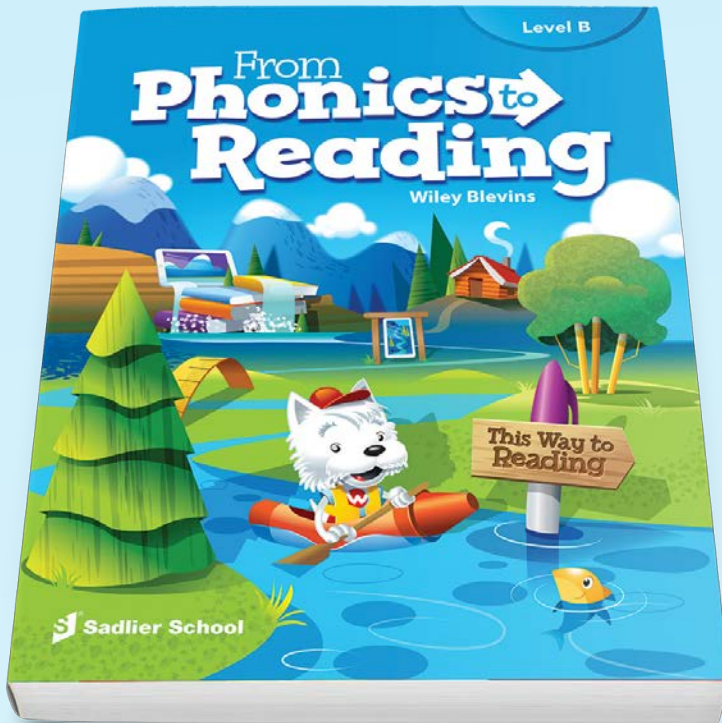


From Phonics to Reading

Correlation to the Maryland College and Career Ready Standards for English Language Arts

Grade 2



Contents

Reading Foundational Skills Standards

Phonics and Word Recognition.....	2
Fluency	15

Language Standards

Vocabulary Acquisition and Use	23
--------------------------------------	----



READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Lesson 1: Short Vowels

- Unit 1, Lesson 1, SE/TE p. 9

Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)

- Unit 3, Lesson 10, SE/TE p. 103

Lesson 14: Long I (i, i_e, igh, y, ie)

- Unit 3, Lesson 14, SE/TE p. 143

Build Fluency

Speed Drill

Children underline short or long vowel spellings in regularly spelled one-syllable words.

- Unit 1, Lesson 1, SE p. 11/TE pp. 11-12
- Unit 3, Lesson 10, SEp. 105/TE p. 105-106
- Unit 3, Lesson 14, SE p. 145/TE pp. 145-146

Read Connected Text

Connected Text/Interact with the Text

Children circle/box/underline words with short or long vowel spellings.

Lesson 1: Short Vowels

“Ben’s Tips for Good Health”

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

Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)

“Hay Bale Maze”

- Unit 3, Lesson 10, SE/TE p. 106

Lesson 14: Long I (i, i_e, igh, y, ie)

“A Ride into the Wild”

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

Word Sort

Sort It Out

Children sort words according to short or long vowel spelling.

- Unit 1, Lesson 1, SE p. 13/TE p. 13-14
- Unit 3, Lesson 10, SE p. 107/TE pp. 107-108
- Unit 3, Lesson 14, SE p. 147/TE pp. 147-148

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Short Vowels

- Unit 1, Lesson 1, TE p. 9

Long a (a, ai, a_e, ay, ea, eigh)

- Unit 3, Lesson 10, TE p. 103

Long I (i, i_e, igh, y, ie)

- Unit 3, Lesson 14, TE p. 143

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

continued

Learning Center

Learn and Blend/Blend It

Short Vowel Switch

- Unit 1, Lesson 1, TE p. 10 Word Sort (long a)
- Unit 3, Lesson 10, TE p. 104

Match Five (long i)

- Unit 3, Lesson 14, TE p. 144

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

- Vowel Valley Wall
- Vowel Sound Cards

Grapheme Wall

- Phonemes and Graphemes
- Long Vowels

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
b. Know spelling-sound correspondences for additional common vowel teams.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend 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 28: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)

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

Lesson 29: Review Syllable Types (Vowel Team Syllables)

- Unit 6, Lesson 29, SE/TE p. 299

Build Fluency

Speed Drill

Have children underline the first vowel team syllable in each word.

- Unit 3, Lesson 13, SE/TE pp. 135-136
- Unit 5, Lesson 28, SE/TE pp. 289-290
- Unit 6, Lesson 29, SE/TE pp. 301-302

Read Connected Text

Connected Text/Interact with the Text

Children circle all the two-syllable words with vowel team syllables. They draw a box around one-syllable words with vowel teams.

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

Lesson 29: Review Syllable Types

“Dear Uncle Robert”

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

Word Sort

Sort It Out

For example:

Closed Sort Tell children that they will now sort the words according to vowel team syllable spelling patterns: ai, ay, ea, and ey. Use Student Book, page 137. Model sorting the first word. Children then write the words in the correct boxes. Circulate and ask children why they are putting specific words into each box. When completed, have children read the word lists in each box. (TE p. 138)

- Unit 3, Lesson 13, SE p. 137/TE pp. 137-138
- Unit 5, Lesson 28, SE p. 291/TE pp. 291-292
- Unit 6, Lesson 29, SE p. 303/TE pp. 303-304

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- b. Know spelling-sound correspondences for additional common vowel teams.

continued

continued

Word Building

Syllable Building

For example:

Read each syllable with children. Ask children to share what they notice about the syllables. Guide them to notice that some of the syllables are vowel team syllables (*low, bow, tie, rain, coat, play*), with vowel teams that stay together. (TE p. 292)

- Unit 3, Lesson 13, SE/TE p. 138
- Unit 5, Lesson 28, SE/TE p. 292
- Unit 6, Lesson 29, SE/TE p. 304

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

Lesson 29: Review Syllable Types

“Robots”

- Unit 6, Lesson 29, SE p. 305/TE pp. 305-306

TEACHER’S EDITION

Introduce Spelling Pattern

Learn and Blend/Blend It

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 28: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)

- Unit 5, Lesson 28, TE p. 287

Lesson 29: Review Syllable Types (Vowel Team Syllables)

- Unit 6, Lesson 29, TE p. 299

Sound-Spelling/Blending

- Unit 5, Lesson 28, TE pp. 289, 291, 293, 295
- Unit 6, Lesson 29, TE pp. 301, 303, 305, 307
- Unit 3, Lesson 13, TE pp. 135, 137, 139, 141

Independent/Partner Work

Spell Words

- Unit 3, Lesson 13, TE p. 139
- Unit 5, Lesson 28, TE p. 293
- Unit 6, Lesson 29, TE p. 305

Sort Words

- Unit 3, Lesson 13, TE p. 141
- Unit 5, Lesson 28, TE p. 295
- Unit 6, Lesson 29, TE p. 307

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<i>continued</i>	<i>continued</i>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview Decodable Text Word Analysis Level B Decodable Text Word Analysis</p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources Word Study/Morphology Vowel Team Syllables</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>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>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.</p> <p>Lesson 13: Vowel Team Syllables “Pete’s Note” • Lesson 13, p. 53</p> <p>Lesson 28: Vowel Team Syllables “The Billy Goats” • Lesson 28, p. 113</p> <p>Lesson 29: Review Syllable Types “Time Flies” • Lesson 29, p. 117</p>
<i>continued</i>	<i>continued</i>

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

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- b. Know spelling-sound correspondences for additional common vowel teams.

continued

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.

SYLLABLE TYPES/VOWEL TEAM SYLLABLES

- Level B

“Fireboats”

Decodable Passage and Lesson Plan

SYLLABLE TYPES/VOWEL TEAM SYLLABLES

- Level B

“By the Seacoast”

Decodable Passage and Lesson Plan

SYLLABLE TYPES/VOWEL TEAM SYLLABLES

- Level B

“The Mural”

Decodable Passage and Lesson Plan

Sound Wall

Vowel Valley

Grapheme Wall

See also

Lesson Plans

The online Lesson Plan that accompanies each of the 60 Level B Decodable Texts identifies the **Decodable Words with Phonics Skill** for each selection. It also suggests **Decodable Words** to preteach.

Lesson Plans for Student Edition Decodable Passages

- TE DIGITAL RESOURCES*— Level B/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan

Lesson Plans for Fluency Booster Practice Book Decodable Texts

- FLUENCY BOOSTER TEACHER’S COMPONENT*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan

Lesson Plans for Interactive Practice Bundle Decodable Texts

- DECODABLE LIBRARY*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill.

Level B: Decodable Texts Word Analysis

Organized by lesson, this guide lists the lesson Target Skill, Word Count, and **Target Skill Words** (decodable words) for each of the 60 Level B decodable titles: Student Edition: Decodable Passages (30 titles); and Fluency Booster Practice Book: Decodable Texts (30 titles).

- TE DIGITAL RESOURCES*— Level B/Overview/Decodable Text Word Analysis/Level B Decodable Text Word Analysis

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
c. Decode regularly spelled two-syllable words with long vowels.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Transition to Longer Words/Challenge

Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)

- Unit 3, Lesson 10, SE/TE p. 103

Long e (e, e_e, ee, ea, y, ey, ie, ei)

- Unit 3, Lesson 12, SE/TE p. 123

Long u (u, u_e, ew, ue, iew)

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

Build Fluency

Speed Drill

Children underline long vowel spelling pattern in each word while reading regularly spelled two-syllable words.

- Unit 3, Lesson 10, SE/TE pp. 105-106
- Unit 3, Lesson 12, SE/TE pp. 125-126
- Unit 3, Lesson 16, SE/TE pp. 165-166

Read Connected Text

Connected Text/Interact with the Text

Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)

“Hay Bale Maze”

- Unit 3, Lesson 10, SE/TE p. 106

Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)

“Busy as a Beaver”

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

Lesson 16: Long u (u, u_e, ew, ue, iew)

“A Few More Riddles!”

- Unit 3, Lesson 16, SE/TE p. 166

Word Sort

Sort It Out

- Unit 3, Lesson 10, SE p. 107/TE pp. 107-108
- Unit 3, Lesson 12, SE p. 127/TE pp. 127-128
- Unit 3, Lesson 16, SE p. 167/TE pp. 167-168

Read Connected Text

Decodable Passage

Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)

“Nate, Don’t Be Late!”

- Unit 3, Lesson 10, SE p. 109/TE pp. 109-110

Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)

“A Piece of Cheese”

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

Lesson 16: Long u (u, u_e, ew, ue, iew)

“Make a Card”

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

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- c. Decode regularly spelled two-syllable words with long vowels.

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 10: Long a (a, ai, a_e, ay, ea, eigh)

“Rail Trails”

- Lesson 10, p. 21

Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)

“Lucky”

- Lesson 12, p. 25

Lesson 16: Long u (u, u_e, ew, ue, iew)

“The Computer Chat”

- Lesson 16, p. 33

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/LONG A

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

“Rail Trails”

Decodable Passage and Lesson Plan

LONG VOWELS/LONG E

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

“Lucky”

Decodable Passage and Lesson Plan

LONG VOWELS/LONG O

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

“Goats That Mow”

Decodable Passage and Lesson Plan

Sound Wall

Grapheme Wall

Long Vowels

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<p><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><i>continued</i></p> <p>See also</p> <p>Lesson Plans</p> <p>The online Lesson Plan that accompanies each of the 60 Level B Decodable Texts identifies the Decodable Words with Phonics Skill for each selection. It also suggests Decodable Words to preteach.</p> <p>Lesson Plans for Student Edition Decodable Passages</p> <ul style="list-style-type: none"> TE DIGITAL RESOURCES*— Level B/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan <p>Lesson Plans for Fluency Booster Practice Book Decodable Texts</p> <ul style="list-style-type: none"> FLUENCY BOOSTER TEACHER'S COMPONENT*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan <p>Lesson Plans for Interactive Practice Bundle Decodable Texts</p> <ul style="list-style-type: none"> DECODABLE LIBRARY*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill. <p>Level B: Decodable Texts Word Analysis</p> <p>Organized by lesson, this guide lists the lesson Target Skill, Word Count, and Target Skill Words (decodable words) for each of the 60 Level B decodable titles: Student Edition: Decodable Passages (30 titles); and Fluency Booster Practice Book: Decodable Texts (30 titles).</p> <ul style="list-style-type: none"> TE DIGITAL RESOURCES*— Level B/Overview/Decodable Text Word Analysis/Level B Decodable Text Word Analysis
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: right;"><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> <p><i>unbuckle, unscramble</i></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> <p><i>disagree, unknown, distrust, unkind, replant</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 170 <p>Suffixes (-ful, -less, -y, -ly)</p> <p>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.</p> <p><i>For example:</i></p> <p><i>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)</i></p> <p><i>peaceful, rudely, endless, peaceful, dewy</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 254 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<p><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>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. <i>mistake, unmade, dislike</i> • Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</p> <p>Word Building Syllable Building Children use syllable cards to build words, including words with affixes. <i>retake, replace, graceful, disgraceful</i> • Unit 2, Lesson 7, SE/TE p. 76 <i>replay, playful</i> • Unit 5, Lesson 28, SE/TE p. 292</p> <p>Introduction Blend It <i>Using the “Reading Big Words” Strategy</i> Lesson 13: Vowel Team Syllables <i>reheating, unafraid, mistreated</i> • Unit 3, Lesson 13, SE/TE p. 133 Lesson 22: r-Controlled Vowel Syllables <i>uncovered, preordered, discomfort</i> • Unit 4, Lesson 22, TE p. 225 Lesson 29: Review Syllable Types <i>unpublished, impossible</i> • Unit 6, Lesson 29, SE/TE p. 299</p> <p>Read Connected Text Decodable Passage Lesson 16: Long u (u, u_e, ew, ue, iew) “Make a Card” <i>discard, reuse, unfold</i> • Unit 3, Lesson 16, SE/TE p. 169 Lesson 18: r-Controlled Vowel /är/ “Sparky” <i>smaller, smartest</i> • Unit 4, Lesson 18, SE p. 191/TE pp. 191–192</p> <p>Read Connected Text Connected Text Lesson 26: Diphthong /oi/ “Toy Drive!” <i>unused, disrepair, remake, bigger, better</i> • Unit 5, Lesson 26, SE/TE p. 270</p> <p style="text-align: right;"><i>continued</i></p>
--	--

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
d. Decode words with common prefixes and suffixes.

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”

- SE/TE p. 332

TEACHER’S EDITION

Sound-Spelling and Word Study/Morphology

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

- Unit 3, Lesson 14, SE/TE p. 150

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

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
e. Identify words with inconsistent but common spelling-sound correspondences.

STUDENT EDITION/TEACHER'S EDITION

High-Frequency Words

Read-Spell-Write

Words with inconsistent but common spelling-sound correspondences include *have/save*.

- Unit 1, Lesson 1, SE/TE p. 10

Words with inconsistent but common spelling-sound correspondences include *good/food, give/hive*.

- Unit 1, Lesson 5, SE/TE p. 50

Words with inconsistent but common spelling-sound correspondences include *said/maid*.

- Unit 2, Lesson 7, SE/TE p. 72

Introduction

Learn and Blend/Blend It

Lesson 15: Long o

Words with inconsistent but common spelling-sound correspondences include *move/love, none/gone*

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

Lesson 24: Short oo and Long oo

Words with inconsistent but common spelling-sound correspondences include *good/foot, hood/cook, full/push*.

- Unit 5, Lesson 24, SE/TE p. 247

Lesson 28: Vowel Team Syllables

Words with inconsistent but common spelling-sound correspondences include *rereading/unpleasant*.

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

Build Fluency

Speed Drill

Words with inconsistent but common spelling-sound correspondences include *tooth/hook, stood/hoot*.

- Unit 5, Lesson 24, SE/TE p. 247

Words with inconsistent but common spelling-sound correspondences include *malt/talk, salt/stalk*.

- Unit 5, Lesson 27, TE p. 279

Words with inconsistent but common spelling-sound correspondences include *balloon/notebook, allow/pillow*.

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

RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
f. Recognize and read grade-appropriate irregularly spelled words.

STUDENT EDITION/TEACHER'S EDITION

High-Frequency Words

Read-Spell-Write

Grade-appropriate irregularly spelled words include *many, there, them, said, other*.

- Unit 2, Lesson 7, SE/TE p. 72

Grade-appropriate irregularly spelled words include *been, done, one, even, different*.

- Unit 3, Lesson 13, SE/TE p. 134

Grade-appropriate irregularly spelled words include *people, warm, wash, call, very*.

- Unit 5, Lesson 28, SE/TE p. 288

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- f. Recognize and read grade-appropriate irregularly spelled words.

continued

Read Connected Text

Connected Text

“Surprise Party!”

Grade-appropriate irregularly spelled words includes *said, them*.

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

“Breakfast Time”

Grade-appropriate irregularly spelled words includes *different, done, one, even*.

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

“The Dog Wash”

Grade-appropriate irregularly spelled words includes *call, wash, warm*.

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

Read Connected Text

Decodable Passage

“A Place for Wildlife”

Grade-appropriate irregularly spelled words includes *them, many, here, other*.

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

“Fireboats”

Grade-appropriate irregularly spelled words includes *different, one, done, even*.

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

“The Mural”

Grade-appropriate irregularly spelled words includes *very, people, warm, called*.

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

TEACHER’S EDITION

High-Frequency Words

Review/Extend

- 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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- 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

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 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”

- 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

FLUENCY BOOSTER TEACHER’S COMPONENT*

Lessons 1–30

Decodable Text Lesson Plan

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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<i>continued</i>	<i>continued</i>
<p>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>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>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> Level B <p>“The Big Log Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level B (e, e_e, ee, ea, y, ey, ie, ei) <p>“A Piece of Cheese” Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“Fireboats” Decodable Passage and Lesson Plan</p>
<p>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 on successive readings.</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><i>Read Connected Text</i> Connected Text Have children chorally read the text aloud.</p> <p>“The Joke Book”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p>“Surprise Party!”</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 74 <p>“More Riddles”</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 250
<i>continued</i>	<i>continued</i>

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

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 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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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 17: Oral Reading Model

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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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 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

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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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 /ó/; 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.

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

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

Fluency Routines and Minilessons

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<p><i>continued</i></p> <p>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 on successive readings.</p>	<p><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>LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> Level B (a, ai, ay, a_e, ea, eigh) <p>“Nate, Don’t Be Late!” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level B (e, e_e, ee, ea, y, ey, ie, ei) <p>“A Piece of Cheese” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O</p> <p>Level B (oa, ow, o-e, oe, o)</p> <p>“A Show on the Road” Decodable Passage and Lesson Plan</p>
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TEACHER’S EDITION</p> <p><i>Read Connected Text</i> Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i> <i>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)</i></p> <p>“A Happy Baby”</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 32 <p>“A Ride into the Wild”</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 146 <p>“Toy Drive!”</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p><i>Read Connected Text</i> Decodable Passage Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p>“A Place in Space”</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE p. 67/TE pp. 67–68 <p>“Sparky”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE p. 191/TE pp. 191–192 <p>“My Dog, Rex”</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, SE p. 283/TE pp. 283–284

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

L.2.4 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

L.2.4 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.

- 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-)

Children choose a base word and a prefix from the box to make a new word. They write the prefix, base word, and new word on one of the lines.

For example:

Guide children in completing items 1–6. Have them choose a base word and a prefix from the box to make a new word. Then have them write the prefix, base word, and new word on one of the lines.

- *Call on children to read aloud the words they wrote. Have them use the meaning of the prefix and base word to determine the meaning of the new word. (TE p. 274)*

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

continued

continued

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

continued

- L.2.4 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

continued

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, disgraceful

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

replay

- 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.

unclear, misread

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

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 p. 169/TE pp. 169–170

Lesson 24: Short oo and Long oo

“The Compost Heap”

renew

- Unit 5, Lesson 26, SE p. 273/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 3, TE p. 36

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

- Unit 3, Lesson 16, TE p. 170

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

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

continued

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

<p><i>continued</i></p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p><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>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (dis-, un-, pre-, re-) <p>“Packing for a Trip” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) <p>“Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (im-, in-, non-) <p>“Inventions” Decodable Passage and Lesson Plan</p>
<p>L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>STUDENT EDITION/TEACHER’S EDITION <i>Word Study/Morphology</i> 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. <i>For example:</i> <i>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)</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 29, SE/TE p. 306 <p>More Related Words</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 316 <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>WORD STUDY SKILLS/RELATED WORDS</p> <ul style="list-style-type: none"> Level C <p>“Friendly or Unfriendly?” Interact with the Text and Lesson Plan</p> <ul style="list-style-type: none"> Level C <p>“The Time Capsule” Decodable Passage and Lesson Plan</p>

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

L.2.4 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*).

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

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/COMPOUND WORDS

- Level C

“Insect Hunt Highlights”

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/COMPOUND WORDS

- Level C

“Birdwatching”

Decodable Passage and Lesson Plan

L.2.4 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.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.

TEACHER'S EDITION

Learning Center

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

Sound-Spelling and Word Study/Morphology

Word Study/Morphology: Homographs

Encourage children to use a dictionary to find the word meanings.

- Unit 4, Lesson 21, TE p. 223

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 2

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

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*)

STUDENT EDITION/TEACHER'S EDITION

Introduction

- Daily Practice
- Write About It*
- Use the lesson words to create a story.
 - 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 text.
 - Unit 1, Lesson 2, SE/TE p. 27
 - Unit 3, Lesson 17, SE/TE p. 181
 - Unit 6, Lesson 29, SE/TE p. 307

TEACHER'S EDITION

High-Frequency Words

- Extend
- Prompt children to expand on one sentence by adding descriptive details or by combining two ideas using *and*.
 - Unit 1, Lesson 2, SE/TE p. 21
 - Unit 3, Lesson 17, SE/TE p. 175
 - Unit 6, Lesson 29, SE/TE p. 301

Use in Context

- Children complete each sentence using one of the recently studied high-frequency words listed in the box.
 - Unit 1, Lesson 2, TE p. 23
 - Unit 3, Lesson 17, TE p. 177
 - Unit 6, Lesson 29, TE p. 303

Teacher Table: Intervention

- Guided Spelling/Dictation
- Children write teacher-dictated words and phrases.
 - Unit 1, Lesson 2, TE p. 24
 - Unit 3, Lesson 17, TE p. 178
 - Unit 6, Lesson 29, TE p. 304