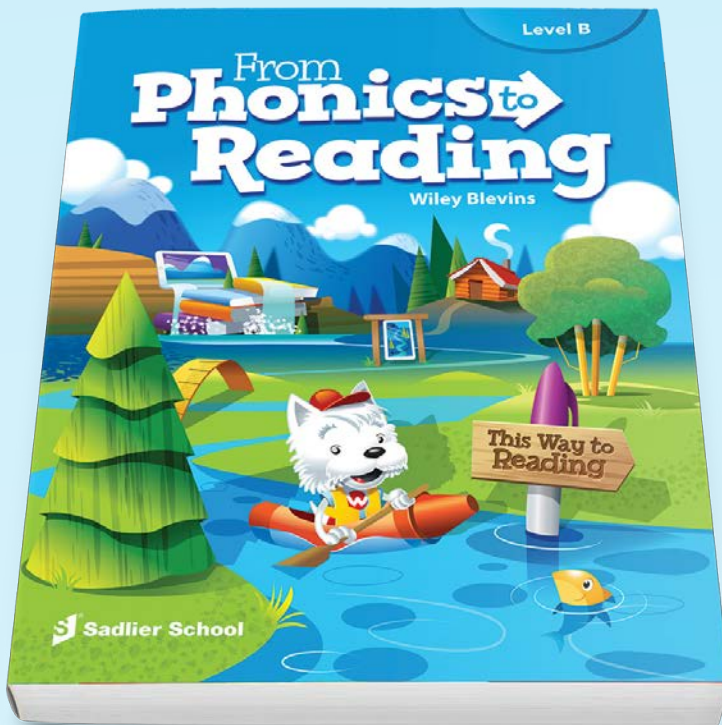


From Phonics to Reading

Correlation to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Adopted 2017

Grade 2



Contents

(b) Knowledge and skills.

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(A) demonstrate phonological awareness by</p> <p>(i) producing a series of rhyming words;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Unit 3 Home Connection <i>Dear Family/Apreciada familia</i> Use rhyming words that use the weekly skill to create a short rhyme. • Unit 3, SE/TE p. 101</p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 1: Rhyme and Alliteration <i>Begin by having students identify rhyming words, then progress to having them generate rhyming words.</i> • 1. Rhyme, p. 2</p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 7: Phonemic Awareness: Rhyme <i>Once students are skilled at identifying rhyming words, progress to having them generate words that rhyme with a word or series of words you provide (i.e., What words rhyme with big and dig?).</i> <i>Routine Steps and resources include</i> Step 1: Introduce Step 2: Model (I Do) Step 3: Guided Practice/Practice (We Do/You Do) Sample Teacher Talk Corrective Feedback Multimodal and Multisensory Supports. • Page 17</p> <p>Differentiation Supports Targeted Support Phonemic Awareness Additional Skill Work Levels B–C (Grades 2–3) <i>Lesson Activities</i> Lesson 31 Phonological Awareness: Produce Rhyme • Activities 1 & 2/3 & 4, p. 50 Lesson 32 Phonological Awareness: Produce Rhyme • Activities 1 & 2/3 & 4, p. 51 Lesson 33: Phonological Awareness: Identify and Produce Rhyme (Multisyllabic Words)/Produce Rhyme (Multisyllabic Words) • Activities 1 & 2/3 & 4, p. 52</p> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(i) producing a series of rhyming words;</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Related content (recognizing rhyming words)</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <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> <i>(SE/TE p. 32)</i></p> <p>“A Happy Baby”</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 32 <p>Decodable Passage Identify rhyming words. <i>For example:</i> <i>Which words rhyme in the second stanza? Why do these words rhyme?</i> <i>(TE p. 98)</i></p> <p>“A Year of Seasons” (poem)</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE p. 97/TE pp. 97-98 <p>“Scarecrow Joe” (poem)</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 156
<p>(A) demonstrate phonological awareness by</p> <p>(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Short Vowels</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Long a (a, ai, a_e, ay, ea, eigh)</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 103 <p>Long I (i, i_e, igh, y, ie)</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 143 <p>Build Fluency Speed Drill Children underline short or long vowel spellings in regularly spelled one-syllable words.</p> <ul style="list-style-type: none"> 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 <p>Read Connected Text Connected Text/Interact with the Text Children circle/box/underline words with short or long vowel spellings.</p> <p>“Ben’s Tips for Good Health”</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 12 <p>“Hay Bale Maze”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 106 <p>“A Ride into the Wild”</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 146 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>Word Sort Sort It Out <i>For example:</i> Closed Sort Tell children that they will now sort the words according to their short vowel spelling patterns: a, e, ea, i, o, and u. Use Student Book, page 13. 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. (TE p. 14)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 13/TE p. 13-14 <p><i>For example:</i> Closed Sort Tell children that they will now sort the words according to their long a spelling patterns: ai, ay, ea, eigh. Use Student Book, page 107. 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. (TE p. 108)</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE p. 107/TE pp. 107-108 <p><i>For example:</i> Closed Sort Tell children that they will now sort the words according to their long i spelling patterns: i, ie, y, igh. Use Student Book, page 147. 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. (TE p. 148)</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE p. 147/TE pp. 147-148 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It Short Vowels</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 9 <p>Long a (a, ai, a_e, ay, ea, eigh)</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, TE p. 103 <p>Long I (i, i_e, igh, y, ie)</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, TE p. 143 <p>Learning Center Learn and Blend/Blend It Short Vowel Switch</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 10 <p>Word Sort (long a)</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, TE p. 104 <p>Match Five (long i)</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, TE p. 144 <p>Independent/Partner Work Sort Words Repeat the Closed Sort activity (sort words according to short or long vowel spelling).</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 17 Unit 3, Lesson 10, TE p. 111 Unit 3, Lesson 14, TE p. 151 <p style="text-align: right;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></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.</p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> • Level B (a_e, i_e, o_e, u_e, e_e) <p>“A Place in Space” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG U</p> <ul style="list-style-type: none"> • Level B (u, u_e, ue, ew, iew) <p>“Make a Card” Decodable Passage and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> • Level B <p>“At the Cat Cafe” Decodable Passage and Lesson Plan</p> <p><i>Sound Wall</i> Vowel Valley Grapheme Wall Phonemes and Graphemes Long Vowels</p>
<p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>TE DIGITAL RESOURCES*</u></p> <p><i>Overview</i> Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)</p> <ol style="list-style-type: none"> 1. Initial sound substitution (Replace the first sound in man with /p/.) 2. Final sound substitution (Replace the last sound in bad with /g/.) 3. Vowel substitution (Replace the middle sound in hat with /o/.) 4. Syllable deletion (Say noble without no.) 5. Initial sound deletion (Say sat without /s/.) 6. Final sound deletion (Say make without /k/.) 7. Initial phoneme in a blend deletion (Say slip without /s/.) 8. Final phoneme in a blend deletion (Say nest without /t/.) 9. Second phoneme in a blend deletion (Say slip without /l/.) 10. Initial sound addition (Add /s/ to the beginning of at.) 11. Final sound addition (Add /t/ to the end of res.) <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>	<p><i>continued</i></p> <p>Professional Development Instructional Guides Instructional Routines Booklet <i>Routine Steps and resources include</i> <i>Step 1: Introduce</i> <i>Step 2: Model (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Sample Teacher Talk</i> <i>Corrective Feedback</i> <i>Multimodal and Multisensory Supports.</i> Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution) • Page 21 Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition) • Page 22 Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion) • Page 23</p> <p>TE DIGITAL RESOURCES* Differentiation Supports Targeted Support Phonemic Awareness Additional Skill Work Levels B–C (Grades 2–3) <i>For example:</i> Model Say a word: call. Guide students to change the beginning sound: change /k/ to /b/ in call. Ask: What’s the new word? ball Say a word: hard. Guide students to change the ending sound: change /d/ to /t/ in hard. Ask: What’s the new word? heart Say a word: sat. Guide students to change the middle sound: /a/ to /è/. Ask: What’s the word? seat (p. 28) <i>Lesson Activities</i> Lesson 18 Phonological Awareness: Substitute Initial, Medial, and Final Sounds/Substitute Sounds (parts of blends in the final position) • Activities 1 & 2/3 & 4, pp. 28–30 Lesson 20 Phonological Awareness: Delete Initial and Final Sounds/ Substitute Sounds (parts of blends in the final position) • Activities 1 & 2/3 & 4, pp. 32–33 Lesson 28 Phonological Awareness: Substitute Initial and Final Sounds/Substitute Medial Vowel Sounds • Activities 1 & 2/3 & 4, pp. 45–46</p>
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<p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(iv) manipulating phonemes within base words;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Building</p> <p>Make New Words</p> <p><i>For example:</i> Tell children which letter(s) to replace, delete, or add (e.g., <i>replace the a in slam with the letter i</i>).</p> <p><i>Ask: What is the new word?</i> When completed, repeat the activity. However, this time don't tell children which letter to replace. Instead, tell them which new word to make (e.g., <i>change flip to make flop</i>). Ask questions such as: <i>Which sound is different? Which letter will you change? What new letter will you use?</i> (TE p. 44)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 44 • Unit 3, Lesson 16, SE/TE p. 168 • Unit 4, Lesson 21, SE/TE p. 220 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p>Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)</p> <p>3. Vowel substitution (Replace the middle sound in hat with /o/.)</p> <p>9. Second phoneme in a blend deletion (Say slip without /l/.)</p> <p>Differentiation Supports</p> <p>Targeted Support</p> <p>Phonemic Awareness Additional Skill Work</p> <p>Levels B–C (Grades 2–3)</p> <p><i>For example:</i> Model Say a word: <i>leaf</i>. Guide students to change the middle sound: <i>change /ō/ to /ē/ in leaf</i>. Ask: <i>What's the word?</i> <i>leaf</i> (p. 18)</p> <p><i>Lesson Activities</i></p> <p>Lesson 7: Phonological Awareness: Substitute Medial Vowel Sounds</p> <ul style="list-style-type: none"> • Activities 3 & 4, pp. 13–14 <p>Lesson 11: Phonological Awareness: Substitute Medial Vowel Sounds</p> <ul style="list-style-type: none"> • Activities 3 & 4, pp. 18–19 <p>Lesson 21: Substitute Initial, Medial, and Final Sounds</p> <ul style="list-style-type: none"> • Activities 1 & 2, pp. 34–35
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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Short Vowels ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 1: Short Vowels</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 11 <p>Read Connected Text Connected Text Lesson 1: Short Vowels "Ben's Tips for Good Health"</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 12 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 13/TE pp. 13-14 <p>Read Connected Text Decodable Passage Lesson 1: Short Vowels "The Big Log"</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 15/TE pp. 15-16 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 90 <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. 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 8: Consonant Digraphs (sh, ch, tch, th) "How to Care for a Chick"</p> <ul style="list-style-type: none"> Lesson 8, p. 17 <p style="text-align: right;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Short Vowels (cont.) ~~~~~</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. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SHORT VOWELS/SHORT A</p> <ul style="list-style-type: none"> Level A <p>“What Do We Like?”</p> <p>Take-Home Book and Lesson Plan</p> <p style="text-align: center;">~~~~~ Long or Variant Vowels ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 10: Long a</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 103 <p>Lesson 15: Long o</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 153 <p>Lesson 26: Diphthong /oi/</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 267 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 105 Unit 3, Lesson 15, SE/TE p. 155 Unit 5, Lesson 26, SE/TE p. 269 <p><i>Read Connected Text</i></p> <p>Connected Text</p> <p>Lesson 10: Long a</p> <p>“Hay Bale Maze”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 106 <p>Lesson 15: Long o</p> <p>“Scarecrow Joe”</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 156 <p>Lesson 26: Diphthong /oi/</p> <p>“Toy Drive!”</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Long or Variant Vowels (cont.) ~~~~~</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. 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>"Rail Trails"</p> <p>Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O</p> <ul style="list-style-type: none"> Level B (oa, ow, o-e, oe, o) <p>"Goats That Mow"</p> <p>Decodable Passage and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/DIPHTHONG OI</p> <ul style="list-style-type: none"> Level B <p>"Poison Ivy"</p> <p>Decodable Passage and Lesson Plan</p> <p style="text-align: center;">~~~~~ Trigraphs ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 8: Consonant Digraphs (tch) <i>switch, batch, pitch, lunch, unmatched</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 81 <p>Lesson 14: Long i (igh) <i>high, fight, night, knight, bright, right</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 143 <p>Lesson 20: r-Controlled Vowel /ôr/ (ore, oar) <i>more, tore, sore, score, shore, store, soar, roar</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 205 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE pp. 83-84 Unit 3, Lesson 14, SE/TE pp. 145-146 Unit 4, Lesson 20, SE/TE pp. 207-208 <p style="text-align: center;"><i>continued</i></p>

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\$110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Trigraphs (cont.) ~~~~~</p> <p>Read Connected Text Connected Text Lesson 8: Consonant Digraphs (tch) “Yarn from Sheep’s Wool” • Unit 2, Lesson 8, SE/TE p. 84 Lesson 14: Long i (igh) “A Ride into the Wild” • Unit 3, Lesson 14, SE/TE p. 146 Lesson 20: r-Controlled Vowel /ôr/ (ore, oar) “Florida Trip” • Unit 4, Lesson 20, SE/TE p. 208</p> <p>Word Sort Sort It Out <i>For example:</i> Closed Sort Tell children that they will now sort the words according to their consonant digraph spelling patterns: ch, sh, tch, th. Use Student Book, page 85. 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. (TE p. 86) • Unit 2, Lesson 8, SE p. 85/TE pp. 85–86 • Unit 3, Lesson 14, SE p. 147/TE pp. 147–148 • Unit 4, Lesson 20, SE p. 209/TE pp. 209–210</p> <p>Read Connected Text Decodable Passage Lesson 8: Consonant Digraphs (sh, ch, tch, th) “A Horse’s Tail” <i>itch, pinch</i> • Unit 4, Lesson 18, SE p. 87/TE pp. 87–88 Lesson 14: Long i (igh) “How to Make Mud Pies” <i>eight, lightly, sight</i> • Unit 3, Lesson 14, SE p. 149/TE pp. 149–150 Lesson 20: r-Controlled Vowel /ôr/ (ore, oar) “A Roar at the Door!” <i>chores, roar, scorch, soared</i> • Unit 4, Lesson 20, SE p. 211/TE pp. 211–212</p> <p>Cumulative Assessment Fluency Check • Unit 4, Lesson 18, SE/TE p. 90</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Trigraphs (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Lessons 1-30</i></p> <p>Decodable Text</p> <p>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 8: Consonant Digraphs (sh, ch, tch, th)</p> <p>“How to Care for a Chick”</p> <ul style="list-style-type: none"> Lesson 8, p. 17 <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. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>CONSONANT DIGRAPHS</p> <ul style="list-style-type: none"> Level B (sh, ch, tch, th) <p>“A Horses Tail”</p> <p>Decodable Passage and Lesson Plan</p> <p style="text-align: center;">~~~~~ Blends ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 4: I-Blends, r-Blends, s-Blends</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 39 <p>Lesson 5: Final Blends</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 49 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 41 Unit 1, Lesson 5, SE/TE p. 51 <p style="text-align: center;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p style="text-align: center;">~~~~~ Blends (cont.) ~~~~~</p> <p>Read Connected Text Connected Text Lesson 4: l-Blends, r-Blends, s-Blends “Off on a Trip” • Unit 1, Lesson 4, SE/TE p. 42 Lesson 5: Final Blends “Want More Riddles?” • Unit 1, Lesson 5, SE/TE p. 52</p> <p>Word Sort Sort It Out • Unit 4, Lesson 18, SE p. 85/TE pp. 85–86</p> <p>Read Connected Text Decodable Passage Lesson 4: l-Blends, r-Blends, s-Blends “Block Party!” • Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 Lesson 5: Final Blends “Dear Grandma” • Unit 1, Lesson 5, SE p. 55/TE pp. 55–56</p> <p>Cumulative Assessment Fluency Check • Unit 1, Lesson 4, SE/TE p. 48 • Unit 1, Lesson 5, SE/TE p. 58</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. 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 4: l-Blends, r-Blends, s-Blends “Drip, Drop” • Lesson 4, p. 9 Lesson 5: Final Blends “Our Best Riddles” • Lesson 5, p. 11</p> <p style="text-align: right;"><i>continued</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Blends (cont.) ~~~~~</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <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>BLENDS/L-BLENDS</p> <ul style="list-style-type: none"> Level B <p>“Block Party!” Decodable Passage and Lesson Plan</p> <p>BLENDS/FINAL BLENDS</p> <ul style="list-style-type: none"> Level B <p>“Dear Grandma” Decodable Passage and Lesson Plan</p>
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> <i>Word Study/Morphology</i> Silent Letters (kn, wr, gn, mb) <i>For example:</i> <i>Guide children to read the explanation of silent letters at the top of the page. Write the word know and have children read it. Underline the letters kn and ask children which of the two consonants is silent. Explain to children that knowing about silent letters can help them read and spell unfamiliar words with those letter combinations. (TE p. 140)</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 140 <p><u>TEACHER’S EDITION</u> <i>Sound-Spelling and Word Study/Morphology</i> Word Study: Silent Letters (kn, wr, gn, mb) <i>For example:</i> <i>Write the following words: thumb, wrote, knit, gnaw, comb, wrap, knife, gnome. Have children read the words. Then have them work with partners to write the words and circle the silent letter in each. (TE p. 141)</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 141

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 2: Closed Syllables</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 19 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 21/TE pp. 21-22 <p>Read Connected Text Connected Text Lesson 2: Closed Syllables "The Joke Book"</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 23/TE pp. 23-24 <p>Read Connected Text Decodable Passage Lesson 2: Closed Syllables "A Nutty Picnic"</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 25/TE pp. 25-26 <p>Lesson 5: Final Blends "Dear Grandma"</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 55/TE pp. 55-56 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Open Syllables (cont.) ~~~~~</p> <p>Read Connected Text Connected Text Lesson 11: Open Syllables “Would You Like?” • Unit 3, Lesson 11, SE/TE p. 116</p> <p>Word Sort Sort It Out • Unit 3, Lesson 11, SE p. 117/TE pp. 117–118</p> <p>Read Connected Text Decodable Passage Lesson 11: Open Syllables “Animals on the Go” • Unit 3, Lesson 11, SE p. 119/TE pp. 119–120</p> <p>Cumulative Assessment Fluency Check • Unit 3, Lesson 11, SE/TE p. 122</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. 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 11: Open Syllables “The Robot” • Lesson 11, p. 23</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCe Syllables (cont.) ~~~~~</p> <p>Lesson 7: Final e Syllables “A Place for Wildlife” • Unit 2, Lesson 7, SE p. 77/TE pp. 77-78</p> <p>Cumulative Assessment Fluency Check • Unit 2, Lesson 6, SE/TE p. 70 • Unit 2, Lesson 7, SE/TE p. 80</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. 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 6: Final e “Fun and Games” • Lesson 6, p. 13</p> <p>Lesson 7: Final e Syllables “At the Lakeside” • Lesson 7, p. 15</p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>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</p> <p>SYLLABLE TYPES/FINAL E SYLLABLES • Level B “At the Lakeside” Decodable Passage and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 13: Vowel Team Syllables</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 133 <p>Lesson 26: Diphthong /oi/</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 267 <p>Lesson 28: Vowel Team Syllables</p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 287 <p>Build Fluency</p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE pp. 135-136 Unit 5, Lesson 26, SE/TE pp. 269-270 Unit 5, Lesson 28, SE/TE pp. 289-290 <p>Read Connected Text</p> <p>Connected Text</p> <p>Lesson 13: Vowel Team Syllables "Breakfast Time"</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 136 <p>Lesson 26: Diphthong /oi/ "Toy Drive!"</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p>Lesson 28: Vowel Team Syllables "The Dog Wash"</p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 290 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE p. 137/TE pp. 137-138 Unit 5, Lesson 26, SE p. 271/TE pp. 271-272 Unit 5, Lesson 28, SE p. 291/TE pp. 291-292 <p>Read Connected Text</p> <p>Decodable Passage</p> <p>Lesson 13: Vowel Team Syllables "Fireboats"</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE p. 139/TE pp. 139-140 <p>Lesson 26: Diphthong /oi/ "The Compost Heap"</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE p. 273/TE pp. 273-274 <p>Lesson 28: Vowel Team Syllables "The Mural"</p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE p. 293/TE pp. 293-294 <p style="text-align: center;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p>Cumulative Assessment</p> <p>Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 142 Unit 5, Lesson 26, SE/TE p. 276 Unit 5, Lesson 28, SE/TE p. 296 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>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 “By the Seacoast”</p> <ul style="list-style-type: none"> Lesson 13, p. 27 <p>Lesson 26: Diphthong /oi/ “Poison Ivy”</p> <ul style="list-style-type: none"> Lesson 26, p. 53 <p>Lesson 28: Vowel Team Syllables “Hot Air Balloons”</p> <ul style="list-style-type: none"> Lesson 28, p. 57 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</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>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“Fireboats” Decodable Passage and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/DIPHTHONG OI</p> <ul style="list-style-type: none"> Level B <p>“The Compost Heap” Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“The Mural” Decodable Passage and Lesson Plan</p> <p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 18: r-Controlled Vowel /är/</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 185 <p>Lesson 19: r-Controlled Vowel /ür/</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 195 <p>Lesson 20: r-Controlled Vowel /ör/</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 205 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE pp. 187-188 Unit 4, Lesson 19, SE/TE pp. 197-198 Unit 4, Lesson 20, SE/TE pp. 207-208 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>Read Connected Text Connected Text Lesson 18: r-Controlled Vowel /är/ “Star Party” • Unit 4, Lesson 18, SE/TE p. 188 Lesson 19: r-Controlled Vowel /ür/ “A Laughing Game” • Unit 4, Lesson 19, SE/TE p. 198 Lesson 20: r-Controlled Vowel /ôr/ “Florida Trip” • Unit 4, Lesson 20, SE/TE p. 208</p> <p>Word Sort Sort It Out • Unit 4, Lesson 18, SE p. 189/TE pp. 189–190 • Unit 4, Lesson 19, SE p. 199/TE pp. 199–200 • Unit 4, Lesson 20, SE p. 209/TE pp. 209–210</p> <p>Read Connected Text Decodable Passage Lesson 18: r-Controlled Vowel /är/ “Sparky” • Unit 4, Lesson 18, SE p. 191/TE pp. 191–192 Lesson 19: r-Controlled Vowel /ür/ “Escape from Danger” • Unit 4, Lesson 19, SE p. 201/TE pp. 201–202 Lesson 20: r-Controlled Vowel /ôr/ “A Roar at the Door!” • Unit 4, Lesson 20, SE p. 211/TE pp. 211–212</p> <p>Cumulative Assessment Fluency Check • Unit 4, Lesson 18, SE/TE p. 194 • Unit 4, Lesson 19, SE/TE p. 204 • Unit 4, Lesson 20, SE/TE p. 214</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1-30</p> <p>Decodable Text</p> <p>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 18: r-Controlled Vowel /är/ “A Jar Garden” • Lesson 18, p. 37</p> <p>Lesson 19: r-Controlled Vowel /ür/ “Ask Nurse Kitty” • Lesson 19, p. 39</p> <p>Lesson 20: r-Controlled Vowel /ôr/ “Rory’s Reply” • Lesson 20, p. 41</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</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. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED ÄR • Level B “Bears” Decodable Passage and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED ÖR • Level B “Rorys Reply” Decodable Passage and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED Û • Level B “Escape from Danger” Decodable Passage and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final Stable Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 30: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 309 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 311 <p>Read Connected Text Connected Text Lesson 30: Final Stable Syllables Mission to Mars</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 312 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 313 <p>Read Connected Text Decodable Passage Lesson 30: Final Stable Syllables "Creature Features"</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE p. 315/TE pp. 315-316 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 318 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p>	<p>~~~~~ Compound Words ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Compound Words Children write compound words legibly to complete the activity.</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 160 Unit 5, Lesson 25, SE/TE p. 264 <p><u>TEACHER'S EDITION</u> Sound-Spelling and Word Study/Morphology 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>~~~~~ Contractions ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Contractions</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>~~~~~ Abbreviations ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Abbreviations An abbreviation is a short form of a longer word. Many abbreviations begin with an uppercase letter and end with a period.</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 212 <p><u>TEACHER'S EDITION</u> Sound-Spelling and Word Study/Morphology Word Study/Morphology: Abbreviations</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, TE p. 213

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: right;">~~~~~ VCCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 2: Closed Syllables <i>rabbit, kitten, pencil, tennis</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 19 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 21/TE pp. 21-22 <p>Read Connected Text Connected Text</p> <p>Lesson 2: Closed Syllables "The Joke Book"</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 23/TE pp. 23-24 <p>Read Connected Text Decodable Passage</p> <p>Lesson 2: Closed Syllables "A Nutty Picnic"</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 25/TE pp. 25-26 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 28 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Spelling Pattern Lesson 7: Final e Syllables <i>For example:</i> Final e Syllables Divide the word confuse into syllables (<i>con/fuse</i>) and underline the final e syllable. (TE p. 71)</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 71 <p style="text-align: right;">~~~~~ VCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p><i>tiger, pilot, final, silent, music</i></p> <p>Lesson 11: Open Syllables</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 113 <p style="text-align: right;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCV (cont.) ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice <i>tiger, pilot, final, silent, music</i></p> <p>Lesson 11: Open Syllables</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 113 <p>Build Fluency Speed Drill <i>regal, zebra, even, bonus, lion, local, total</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE p. 115/TE p. 115-116 <p>Read Connected Text Interact with the Text <i>model, tiger, music, metal, robot</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 116 <p>Word Sort Sort It Out <i>motor, tiger, cabin, panic, limit</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE p. 117/TE p. 117-118 <p style="text-align: center;">~~~~~ VCCCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 2: Closed Syllables <i>pumpkin, kitchen</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 19 <p>Lesson 22: r-Controlled Vowel Syllables <i>turtle, monster</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 22, SE/TE p. 225 <p>Lesson 24: Short oo and Long oo <i>preschool, bathroom, untrue, mushrooms, afternoon, bowlful</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 247 <p>Build Fluency Speed Drill <i>toothbrush</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE p. 249/TE pp. 249-250 Unit 5, Lesson 28, SE p. 289/TE pp. 289-290 <p><i>mistreat</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 29, SE p. 301/TE pp. 301-302

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Prefixes ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></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> <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>Prefixes (un-, re-, dis-, pre-, mis-)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 274 <p>Word Sort</p> <p>Sort It Out</p> <p>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.</p> <p><i>mistake, unmade, dislike</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE p. 75/TE pp. 75–76 <p>Word Building</p> <p>Syllable Building</p> <p>Children use syllable cards to build words, including words with prefixes.</p> <p><i>retake, replace, graceful, disgraceful</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 76 <p><i>replay, playful</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 292 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling and Word Study/Morphology</p> <p>Word Study/Morphology: “Reading Big Words” Strategy</p> <p><i>For example:</i></p> <p><i>Write the following words: unbundle, reshuffle, mishandle, crabapple. Have children work with partners to divide them into syllables. Ask children to share what steps in the Strategy they used to decode the words. (TE p. 53)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 37 <p>Word Study/Morphology: Prefixes (un-, re-, dis-)</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, TE p. 171 <p>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE p. 275 <p><i>See also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <p>Decodable Passage</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)</p> <p>“Make a Card”</p> <p style="text-align: right;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Prefixes (cont.) ~~~~~</p> <p><i>discard, reuse, unfold</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 169 <p>Lesson 26: Diphthong /oi/ “The Compost Heap”</p> <p><i>renew</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE p. 273/TE pp. 273–274 <p>Read Connected Text Connected Text Lesson 26: Diphthong /oi/ “Toy Drive!”</p> <p><i>unused, disrepair, remake</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p style="text-align: center;">~~~~~ Inflectional Endings ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Study/Morphology Inflectional Ending -ed <i>Guide children in reading about adding inflectional ending -ed to an action word. Explain that the action words on page 56 are also base words, words to which the ending -ed can be added. Discuss how the word bumped was formed. Then have children read the sentence with the word. (TE p. 56)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 56 <p>Comparative Suffixes (-er, -est) <i>Guide children in reading the explanation of the suffixes -er and -est at the top of the page. Ask them to point to the -er ending in smarter. Underline the ending. Ask children to explain how the ending -er changes the meaning of smart. Repeat for -est and smartest. (TE p. 192)</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 192 <p>Inflectional Endings with Spelling Changes Drop the final e/Change the y to an i/Double final consonant <i>Guide children in reading the explanation at the top of the page. Write the words bigger, carries, and rumbling. Help children read the words and identify the inflectional endings with spelling changes. Ask children to explain what change was made to each base word before adding the ending. (TE p. 242)</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 23, SE/TE p. 242 <p>TEACHER’S EDITION</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. 57 <p>Word Study/Morphology: Comparative Suffixes (-er, -est)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, TE p. 193 <p>Word Study/Morphology: Inflectional Endings with Spelling Changes</p> <ul style="list-style-type: none"> Unit 4, Lesson 23, TE p. 242 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Inflectional Endings (cont.) ~~~~~</p> <p><i>See also</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text</p> <p>Decodable Passage</p> <p>Lesson 5: Final Blends</p> <p>"Dear Grandma" <i>wanted, helped, cooked, mended</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 55/TE pp. 55-56 <p>Lesson 18: r-Controlled Vowel /är/</p> <p>"Sparky" <i>smaller, smartest</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE p. 191/TE pp. 191-192 <p>Lesson 23: Consonant + le Syllables</p> <p>"Watching Birds" <i>hobbies, sipping, bigger</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 23, SE p. 241/TE pp. 241-242 <p>Build Fluency</p> <p>Speed Drill</p> <p>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.</p> <p><i>sleepless, unclear, fearless, painful, misread, joyful</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 289 <p>Read Connected Text</p> <p>Decodable Passage</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)</p> <p><i>discard, reuse, unfold</i></p> <p>"Make a Card"</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE p. 169/TE p. 169-170 <p>Connected Text</p> <p>Lesson 26: Diphthong /oi/</p> <p><i>unused, disrepair, remake</i></p> <p>"Toy Drive!"</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p>End-of-Book Resources</p> <p>"Reading Big Words"</p> <p>Step 1 Look for the word parts (prefixes) at the beginning of the word. Step 2 Look for the word parts (suffixes) at the end of the word. Step 3 In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.</p> <ul style="list-style-type: none"> SE/TE p. 332

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vii) identifying and reading high-frequency words from a research-based list;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>High-Frequency Words Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 72 Unit 3, Lesson 13, SE/TE p. 134 Unit 5, Lesson 28, SE/TE p. 288 <p>TEACHER'S EDITION</p> <p>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>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>High-Frequency Words High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level B Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level B decodable text.</p> <p>Professional Development</p> <p>Instructional Guides Instructional Routines Booklet</p> <ul style="list-style-type: none"> Routine 2: High-Frequency Words, p. 4 Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 Routine 2: High-Frequency Words Program Sample, p. 5 <p>High-Impact Routines by Wiley Blevins High-Impact Routine: High-Frequency Words</p> <p>Assessment</p> <p>Benchmark (Interactive) High-Frequency Words</p> <ul style="list-style-type: none"> Level B, Part 1 Level B, Part 2 <p>Benchmark PDF Benchmark Assessments</p> <ul style="list-style-type: none"> High-Frequency Word Assessments High-Frequency Words Administration & Analyses <p>Differentiation Supports</p> <p>Additional Routines Teacher's Guide to High-Frequency Words Supporting Instruction of High-Frequency Words</p> <ul style="list-style-type: none"> Use the Read/Spell/Write/Extend Routine Use Flashcards

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<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 2: Closed Syllables</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 19 <p>Read Connected Text Interact with the Text Children discuss answers to the question about the text then write about it using study words.</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p>Word Building Syllable Building Directions Make words with the letter cards on page 320. Write the words on the lines.</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 24 <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 27 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Closed Syllables</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 19 <p>Teacher Table: Intervention Guided Spelling/Dictation</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 24 <p>Teacher Table: Assessment Extend the Assessment Check on children's growing ability to spell this week's high-frequency words and words with closed syllables.</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 28 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities Sound It, Spell It</p> <p style="text-align: right;"><i>continued</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6</p> <p>Lessons 1–30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p style="text-align: center;">Sound It, Spell It</p> <p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction</p> <p>Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer.</i></p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 18: r-Controlled Vowel /är/</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 185 <p>Lesson 19: r-Controlled Vowel /ür/</p> <ul style="list-style-type: none"> • Unit 4, Lesson 19, SE/TE p. 195 <p>Lesson 20: r-Controlled Vowel /ör/</p> <ul style="list-style-type: none"> • Unit 4, Lesson 20, SE/TE p. 205 <p>Word Building</p> <p>Make New Words</p> <p>Make words with the letter cards on page 326. Write the words on the lines.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 190 • Unit 4, Lesson 19, SE/TE p. 200 • Unit 4, Lesson 20, SE/TE p. 210 <p>Writing Extension</p> <p>Write About It</p> <p>Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 193 • Unit 4, Lesson 19, SE/TE p. 203 • Unit 4, Lesson 20, SE/TE p. 213 <p>TEACHER’S EDITION</p> <p>Introduce Sound-Spelling</p> <p>Lesson 18: r-Controlled Vowel /är/</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, TE p. 185 <p>Lesson 19: r-Controlled Vowel /ür/</p> <ul style="list-style-type: none"> • Unit 4, Lesson 19, TE p. 195 <p style="text-align: center;"><i>continued</i></p>
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\$110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>Lesson 20: r-Controlled Vowel /ôr/</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, TE p. 205 <p>Teacher Table: Intervention</p> <p>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>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6</p> <p>Lessons 1–30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p> <p style="text-align: center;">~~~~~ Final Stable Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer.</i></p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 30: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 309 <p>Read Connected Text</p> <p>Interact with the Text</p> <p>Children discuss answers to the question about the text then write about it using study words.</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 312 <p>Word Building</p> <p>Syllable Building</p> <p>Directions Make words with the letter cards on page 328. Write the words on the lines.</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 314 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final Stable Syllables (cont.) ~~~~~</p> <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 316 <p>TEACHER'S EDITION Introduce Sound-Spelling Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 309 <p>Teacher Table: Intervention Guided Spelling/Dictation</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 313 <p>Teacher Table: Assessment Extend the Assessment Check on children's growing ability to spell this week's high-frequency words and words with closed syllables and the previously taught phonics skill.</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 318 <p>TE DIGITAL RESOURCES* Professional Development Instructional Guides Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE* Units 1-6 Lessons 1-30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with silent letters such as knife and gnat;</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Silent Letters (kn, wr, gn, mb)</p> <p><i>For example:</i> <i>Write the word know and have children read it. Underline the letters kn and ask children which of the two consonants is silent. Explain to children that knowing about silent letters can help them read and spell unfamiliar words with those letter combinations. (TE p. 140)</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 140 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with silent letters such as knife and gnat;</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Sound-Spelling and Word Study/Morphology Word Study: Silent Letters (kn, wr, gn, mb) <i>For example:</i> <i>Write the following words: thumb, wrote, knit, gnaw, comb, wrap, knife, gnome. Have children read the words. Then have them work with partners to write the words and circle the silent letter in each. (TE p. 141)</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 141
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p>	<p style="text-align: center;">~~~~~ Compound Words ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology 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 Sound-Spelling and Word Study/Morphology 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 style="text-align: center;">~~~~~ Contractions ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Contractions</p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, SE/TE p. 110 <p>TEACHER'S EDITION 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 style="text-align: center;">~~~~~ Abbreviations ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Abbreviations</p> <ul style="list-style-type: none"> • Unit 4, Lesson 20, SE/TE p. 212 <p>TEACHER'S EDITION Sound-Spelling and Word Study/Morphology Word Study/Morphology: Abbreviations</p> <ul style="list-style-type: none"> • Unit 4, Lesson 20, TE p. 213

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 7: Final e Syllables <i>sideways, tadpole, unexplored, uninvited, shamefully</i> • Unit 2, Lesson 7, SE/TE p. 71</p> <p>Lesson 27: Complex Vowel /ô/ <i>baseball, rainfall, basketball, smallest, crosswalk, caught</i> • Unit 5, Lesson 27, SE/TE p. 277</p> <p>Lesson 29: Review Syllable Types <i>contest, dinner, dislike, reptile, publishing, impossible</i> • Unit 6, Lesson 29, SE/TE p. 299</p> <p>Read Connected Text Interact with the Text Children discuss answers to the question about the text then write about it using study words. • Unit 2, Lesson 7, SE/TE p. 74 • Unit 5, Lesson 27, SE/TE p. 280 • Unit 6, Lesson 29, SE/TE p. 301</p> <p>Word Building Syllable Building <i>For example:</i> Directions <i>Make words with the syllable cards on page 320. Write the words on the lines provided. (TE p. 304)</i> • Unit 2, Lesson 7, SE/TE p. 76 • Unit 6, Lesson 29, SE/TE p. 304</p> <p>Word Building Directions <i>Make words with the letter cards on page 328. Write the words on the lines. (TE p. 282)</i> • Unit 5, Lesson 27, SE/TE p. 282</p> <p>Writing Extension Write About It • Unit 2, Lesson 7, SE/TE p. 79 • Unit 5, Lesson 27, SE/TE p. 285 • Unit 6, Lesson 29, SE/TE p. 307</p> <p>TEACHER'S EDITION</p> <p>Introduce Spelling Pattern Final e Syllables • Unit 2, Lesson 7, TE p. 71 Review Syllable Types • Unit 6, Lesson 29, TE p. 299</p> <p>Introduce Sound-Spelling Complex Vowel /ô/ • Unit 5, Lesson 27, TE p. 277</p> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p style="text-align: center;"><i>continued</i></p> <p>Learning Center Spelling Patterns</p> <ul style="list-style-type: none"> • Unit 5, Lesson 24, TE p. 248 • Unit 5, Lesson 27, TE p. 278 <p>Syllable Sort</p> <ul style="list-style-type: none"> • Unit 5, Lesson 29, TE p. 300 <p>Independent/Partner Work Spell Words</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 75 • Unit 5, Lesson 27, TE p. 281 • Unit 5, Lesson 29, TE p. 303 <p>Teacher Table: Intervention Guided Spelling/Dictation</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 76 • Unit 5, Lesson 27, TE p. 282 • Unit 5, Lesson 29, TE p. 304 <p>Teacher Table: Assessment Extend the Assessment Check on children’s growing ability to spell this week’s high-frequency words and words with closed syllables and the previously taught phonics skill.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 80 • Unit 5, Lesson 27, TE p. 286 • Unit 5, Lesson 29, TE p. 308 <p>TE DIGITAL RESOURCES* Professional Development Instructional Guides Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE* Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Building Syllable Building <i>For example:</i> <i>Read each syllable with children. Ask children to share what they notice about the syllables. Guide them to notice that each syllable is a closed syllable. It has one vowel closed by a consonant and has a short vowel sound. Say: Knowing these common syllable types will help you divide an unfamiliar word into recognizable chunks to sound it out. When deciding where to divide a longer word into syllables—before or after the consonant—try chunking one way to see if it's a word you've seen or heard before. If not, chunk another way. (TE p. 24)</i></p> <p><i>For example:</i> Directions Make words with the syllable cards on page 324. Write the words on the lines. (SE/TE p. 178)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 24 • Unit 3, Lesson 17, SE/TE p. 178 • Unit 6, Lesson 29, SE/TE p. 304 <p>Word Study Sort It Out Reading Big Words” Strategy A closed syllable ends in a consonant. The vowel sound is usually short. When a word has two consonants in the middle, divide the word between the consonants to get two closed syllables. Breaking apart a word into syllables can help you sound out the word. (SE/TE p. 26)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 26 • Unit 1, Lesson 3, SE/TE p. 36 <p>Word Sort Sort It Out <i>For example:</i> Check and Discuss Guide children to understand that when they divide words into syllables, the vowel teams stay together in the same syllable. (TE p. 292)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 28, SE p. 291/TE pp. 291–292 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Teacher Table: Intervention Guided Spelling/Dictation <i>For example:</i></p> <ul style="list-style-type: none"> • Say the word <i>apple</i>. Model segmenting the word into syllables: <i>ap-ple</i>. Tell children they will spell the word one syllable at a time. Model segmenting the first syllable sound by sound (/a/ /p/) and then the second (/p/ /uhl/). • Guide children to connect each sound to a spelling. Say: What is the first sound in <i>ap</i>? That's right, /a/. What letter do we write for the /a/ sound? [Write a.] Continue in a similar fashion to connect the remaining sounds to letters (<i>a-p</i>) and repeat for the second syllable (<i>p-le</i>). • Say the following words and sentence, one at a time: 1. <i>apple</i>, 2. <i>middle</i>, 3. <i>eagle</i>, 4. <i>kettle</i>, 5. <i>The funny riddle made me giggle</i>. Have children write them. (TE p. 178) • Unit 1, Lesson 3, TE p. 34 • Unit 3, Lesson 17, TE p. 178 • Unit 6, Lesson 29, TE p. 304 <p>Introduce Spelling Pattern Sort It Out</p> <p>Lesson 7: Final e Syllables <i>For example:</i> Final e Syllables Divide the word <i>confuse</i> into syllables (<i>con/fuse</i>) and underline the final e syllable. (TE p. 71)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 71 <p>Lesson 22: r-Controlled Vowel Syllables <i>For example:</i> r-Controlled Vowel Syllables Divide the word <i>startle</i> into syllables (<i>star/tle</i>) and underline the r-controlled vowel. (TE p. 225)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 22, SE/TE p. 225 <p>Lesson 29: Review Syllable Types <i>For example:</i> Review Syllable Types Divide the word <i>turtle</i> into syllables (<i>tur/tle</i>) and name each syllable type (<i>r-controlled/consonant + le</i>). (TE p. 299)</p> <ul style="list-style-type: none"> • Unit 6, Lesson 29, TE p. 299 <p><i>See also</i></p> <p>TEACHER'S EDITION Teacher Table: English Learners Syllabication</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 19 • Unit 2, Lesson 7, TE p. 71

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
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<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p>	<p style="text-align: center;">~~~~~ Prefixes ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p><i>For example:</i></p> <p>Directions Choose a base word and a prefix from the box to make a new word. Write the prefix, base word, and new word on one of the lines. You will use a prefix and base word more than once.</p> <p>Directions Write a sentence using a word with the prefix shown at the beginning of the line. You can use one of the words you wrote. (SE/TE p. 274)</p> <p>Prefixes (un-, re-, dis-)</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 170 <p>Prefixes (un-, re-, dis-, pre-, mis-)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 274 <p>More Related Words</p> <p>Related words are words that have the same base word. One way to make a related word is to add a prefix or a suffix to the base word.</p> <ul style="list-style-type: none"> Unit 5, Lesson 30, SE/TE p. 316 <p>Word Sort</p> <p>Sort It Out</p> <p>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.</p> <p><i>mistake, unmade, dislike</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE p. 75/TE pp. 75-76 <p>Word Building</p> <p>Syllable Building</p> <p>Children use syllable cards to build words, including words with prefixes.</p> <p><i>retake, replace</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 76 <p><i>replay</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 292 <p style="text-align: center;">~~~~~ Inflectional Endings ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Inflectional Ending -ed</p> <p><i>With children, create a list on chart paper of other words to which the ending -ed can be added. Add to the list in the upcoming weeks. (TE p. 56)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 56 <p>Comparative Suffixes (-er, -est)</p> <p>Directions Add er or est to each word. Write the new words on the lines. Make any spelling changes that are needed.. (TE p. 192)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 192 <p>Inflectional Endings with Spelling Changes</p> <p>Drop the final e/Change the y to an i/Double final consonant</p> <p>Directions Add the ending to write a new word. Make any spelling changes that are needed. (TE p. 242)</p> <ul style="list-style-type: none"> Unit 4, Lesson 23, SE/TE p. 242
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(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p><i>Alphabetizing a series of words is not addressed in the program.</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study/Morphology</p> <p>Homographs Directions Write a homograph to complete each sentence. Use a dictionary if you need help with a word's meaning. (SE/TE p. 222)</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 222 <p>More Irregular Plurals Use a dictionary.</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, SE/TE p. 284 <p>TEACHER'S EDITION</p> <p>Learning Center</p> <p>Confirm words in a print or online dictionary.</p> <p><i>For example:</i></p> <p>Short Vowel Switch Have children work with partners to play a short vowel game. Partners take turns writing a short vowel word for their partner to read and change into another short vowel word. For example, if a child writes <i>pan</i>, the partner may change the letter a to the letter e, i, or u to write <i>pen</i>, <i>pin</i>, or <i>pun</i>. Challenge children to make as many vowel switches as they can for any one word. Have them confirm their words in a print or online dictionary. Then have children take turns reading the words. (TE p. 10)</p> <p>Short Vowel Switch</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 10 <p>Spin and Spell</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 62 <p>Syllable Match-up</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 310 <p>Sound-Spelling and Word Study/Morphology</p> <p>Confirm words in a print or online dictionary.</p> <p><i>For example:</i></p> <p>Write these words: <i>bat, duck, fall, ring, row, slide, tire, wave</i>. Read the words with children. Have them give two meanings for each word and then say an oral sentence for each meaning. Encourage children to use a dictionary to find the word meanings if they need to. (TE p. 223)</p> <p>Word Study/Morphology: Homographs</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, TE p. 223 <p><i>Related content</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiated Supports</p> <p>Targeted Support Pronunciation Guide for English Learners</p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>TE DIGITAL RESOURCES* <i>Differentiation Supports</i> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction <ul style="list-style-type: none"> • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 Letter Formation Guide <ul style="list-style-type: none"> • pp. 5–8 Letter Formation Practice Letter Formation Cards (cursive)</p>

\$110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</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>LONG VOWELS/LONG A • Level B (a, ai, ay, a_e, ea, eigh) “Nate, Don’t Be Late!” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E • Level B (e, e_e, ee, ea, y, ey, ie, ei) “A Piece of Cheese” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O Level B (oa, ow, o-e, oe, o) “A Show on the Road” Decodable Passage and Lesson Plan</p> <p><i>See also</i></p> <p>TE DIGITAL RESOURCES* <i>Differentiated Supports</i> Targeted Support Pronunciation Guide for English Learners</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER’S EDITION <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” • Unit 1, Lesson 3, SE/TE p. 32</p> <p>“A Ride into the Wild” • Unit 3, Lesson 14, SE/TE p. 146</p> <p>“Toy Drive!” • Unit 5, Lesson 26, SE/TE p. 270</p> <p style="text-align: center;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text 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
<p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Affixes -un-, -re-, -ly, -er, and -est ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Study/Morphology</p> <p>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.</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 170 <p>Comparative Suffixes (-er, -est) <i>For example:</i> <i>Guide children in reading the explanation of the suffixes -er and -est at the top of the page. Ask them to point to the -er ending in smarter. Underline the ending. Ask children to explain how the ending -er changes the meaning of smart. Repeat for -est and smartest.</i> <i>(TE p. 192)</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 192 <p>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.</p> <p><i>For example:</i> <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.</i> <i>(TE p. 254)</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 254 <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.</p> <p><i>mistake, unmade, dislike</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE p. 75/TE pp. 75–76 <p style="text-align: center;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Affixes -un, -re,-ly, -er, and -est (cont.) ~~~~~</p> <p>Word Building Syllable Building Children use syllable cards to build words, including words with affixes. <i>retake, replace, graceful, disgraceful</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 76 <i>replay, playful</i> Unit 5, Lesson 28, SE/TE p. 292 <p>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. <i>sleepless, unclear, fearless, painful, misread, joyful</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 28, SE/TE p. 289 <p>Read Connected Text Decodable Passage Lesson 24: Short oo and Long oo “Let’s Make Music!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE pp. 273–274 <p>Connected Text Lesson 26: Diphthong /oi/ “Toy Drive!” <i>unused, disrepair, remake</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 270 <p>End-of-Book Resources “Reading Big Words”</p> <ul style="list-style-type: none"> SE/TE p. 332 <p>TEACHER’S EDITION Sound-Spelling and Word Study/Morphology Word Study/Morphology: Prefixes (un-, re-, dis-)</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, TE p. 171 <p>Word Study/Morphology: Comparative Suffixes (-er, -est)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, TE p. 193 <p>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, TE p. 255 <p>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.</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 style="text-align: center;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Affixes -un, -re,-ly, -er, and -est (cont.) ~~~~~</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.</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 style="text-align: center;">~~~~~ Affixes ion, -tion, -sion ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 30: Final Stable Syllables <i>nation, tension, motion, option, fiction</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 309 <p><i>Build Fluency</i> Speed Drill</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 311 <p><i>Read Connected Text</i> Connected Text/Interact with the Text</p> <p>Directions</p> <ol style="list-style-type: none"> Circle all the words with final stable syllable -ture or -sure. Draw a box around words with final stable syllable -tion or -sion. (SE/TE p. 312) <p>Lesson 30: Final Stable Syllables</p> <p>“Mission to Mars”</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 12 <p><i>Word Sort</i> Sort It Out Sort words by ending: -sion, -tion, -sure, -ture.</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 313 <p><i>Word Building</i> Syllable Building</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 314 <p style="text-align: center;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Affixes ion, -tion, -sion (cont.) ~~~~~</p> <p>Read Connected Text Decodable Passage Lesson 30: Final Stable Syllables “Creature Features” <i>vision, reaction, declaration</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 315 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 317 <p>Cumulative Assessment Fluency Check <i>lotion, nation</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 318 <p>TEACHER’S EDITION Introduce Spelling Pattern Learn and Blend/Blend It/Corrective Feedback Lesson 30: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 309 <p>Learning Center Syllable Match-Up <i>action, mansion</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 310 <p>Teacher Table: Assessment Extend the Assessment <i>nation, mission, version, action</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 318 <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. 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 30: Final Stable Syllables “Make a Weather Station”</p> <ul style="list-style-type: none"> Decodable Text, p. 61 Comprehension and Vocabulary/Writing: Write About It, p. 62 <p style="text-align: center;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Affixes ion, -tion, -sion (cont.) ~~~~~</p> <p>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.</p> <p>Partner Reading 15 <i>Review Syllable Types; Final Stable Syllables</i> “Hurray for Honey”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 95 <p>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.</p> <p>SYLLABLE TYPES/FINAL STABLE SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“Creature Features” Decodable Passage and Lesson Plan</p>
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p><i>With exception of homographs, these criteria are beyond the scope of this supplemental foundational skills program.</i></p> <p style="text-align: center;">~~~~~ Homographs ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION Word Study/Morphology Homographs</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 222 <p>TEACHER’S EDITION Sound-Spelling and Word Study/Morphology Word Study/Morphology: Homographs</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 223

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction 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>Build Fluency Speed Drill Children practice reading the words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed.</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>Read Connected Text 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 <p>Read Connected Text Decodable Passage Have children chorally read the decodable passage to build oral reading fluency.</p> <p>“A Nutty Picnic”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 25/TE pp. 25–26 <p>“A Place for Wildlife”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE p. 77/TE pp. 77–78 <p>“Moose on the Loose”</p> <ul style="list-style-type: none"> • Unit 5, Lesson 24, SE p. 253/TE pp. 253–254 <p>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).</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 28 • Unit 2, Lesson 7, SE/TE p. 80 • Unit 5, Lesson 24, SE/TE p. 256 <p style="text-align: right;"><i>continued</i></p>

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\$110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION</p> <p><i>Independent/Partner Work</i></p> <p>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.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 22 • Unit 2, Lesson 7, TE p. 74 • Unit 5, Lesson 24, TE p. 250 <p>Reread Connected Text and Write Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 22 • Unit 2, Lesson 7, TE p. 74 • Unit 5, Lesson 24, TE p. 250 <p>Build Fluency Have children reread the decodable passages from previous weeks.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 23 • Unit 2, Lesson 7, TE p. 75 • Unit 5, Lesson 24, TE p. 251 <p><i>Home-School Connection</i></p> <p>Build Fluency Have children read the decodable passages with their families.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 • Unit 2, Lesson 7, TE p. 77 • Unit 5, Lesson 24, TE p. 253 <p><i>Independent/Partner Work</i></p> <p>Build Fluency Have children reread previous stories in their folders or practice reading the words on the Fluency Check with a partner.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 27 • Unit 2, Lesson 7, TE p. 79 • Unit 5, Lesson 24, TE p. 255 <p>TE DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Assessment Overview</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance, p. 3 <p>Formative</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance <p style="text-align: center;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Differentiation Supports</i></p> <p>Additional Routines</p> <p>Fluency Routines and Minilessons, Level B</p> <ul style="list-style-type: none"> • Lesson 3: Model Fluency: Intonation • Lesson 4: Echo Read and Choral Read • Lesson 11: Reader’s Theater • Lesson 20: Repeated Readings Chart <p><i>Units 1-6</i></p> <p>Student and Family Resources</p> <p>Student Fluency Sentences</p> <p>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.</p> <p>Lessons 1-30: Instructional Resources: Decodable Passage Lesson Plan</p> <p>Before Reading</p> <p><i>English-Learner Supports</i></p> <p>Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading</p> <p><i>Technique</i></p> <p>Have children whisper-read the book and then do a choral read.</p> <p>After Reading</p> <p><i>Fluency Plan</i></p> <p>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.</p> <p>Unit 1, Lesson 2: Closed Syllables</p> <p>“A Nutty Picnic” Lesson Plan</p> <p>Unit 2, Lesson 7: Final e Syllables (a_e, e_e, i_e, o_e, u_e)</p> <p>“A Place for Wildlife” Lesson Plan</p> <p>Unit 5, Lesson 24: Short oo and Long oo</p> <p>“Moose on the Loose” Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></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. 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 2: Closed Syllables “The Rocket Contest”</p> <ul style="list-style-type: none"> Decodable Text, p. 5 Comprehension and Vocabulary/Writing: Write About It, p. 6 <p>Lesson 7: Final e Syllables “At the Lakeside”</p> <ul style="list-style-type: none"> Decodable Text, p. 15 Comprehension and Vocabulary/Writing: Write About It, p. 16 <p>Lesson 24: Short oo and Long oo “Soup!”</p> <ul style="list-style-type: none"> Decodable Text, p. 49 Comprehension and Vocabulary/Writing: Write About It, p. 50 <p>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.</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, pp. 63–66 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</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. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SYLLABLE TYPES/CLOSED SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“A Nutty Picnic” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level B (a_e, i_e, o_e, u_e, e_e) <p>“A Place in Space” Decodable Passage and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> Level B <p>“Moose on the Loose” Decodable Passage and Lesson Plan</p>