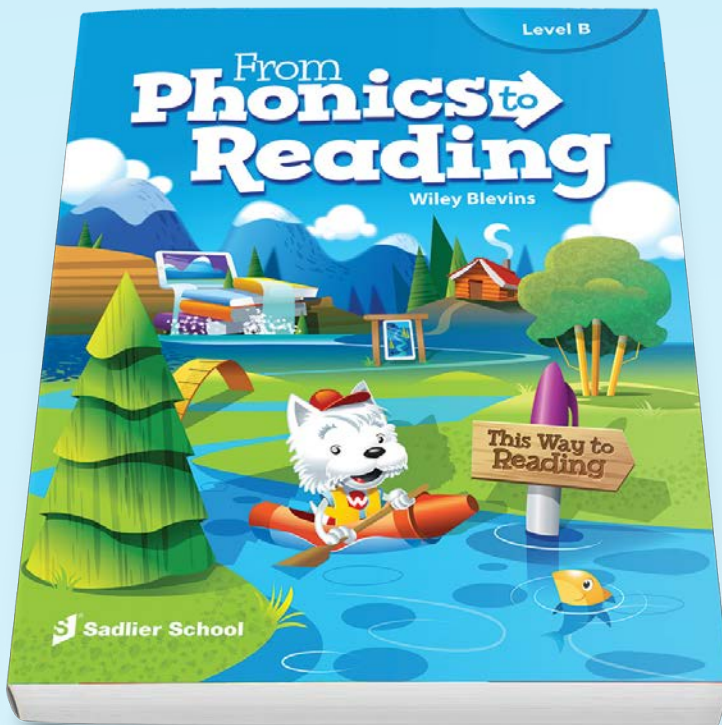


# From Phonics to Reading

Correlation to the Tennessee  
English Language Arts Standards

Grade 2



## Contents

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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It</p> <p><b>Short Vowels</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 9</li> </ul> <p><b>Long a (a, ai, a_e, ay, ea, eigh)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 103</li> </ul> <p><b>Long I (i, i_e, igh, y, ie)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 143</li> </ul> <p><b>Build Fluency</b> Speed Drill Children underline short or long vowel spellings in regularly spelled one-syllable words.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE p. 11/TE pp. 11-12</li> <li>Unit 3, Lesson 10, SEp. 105/TE p. 105-106</li> <li>Unit 3, Lesson 14, SE p. 145/TE pp. 145-146</li> </ul> <p><b>Read Connected Text</b> Connected Text/Interact with the Text Children circle/box/underline words with short or long vowel spellings.</p> <p><b>“Ben’s Tips for Good Health”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 12</li> </ul> <p><b>“Hay Bale Maze”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 106</li> </ul> <p><b>“A Ride into the Wild”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 146</li> </ul> <p><b>Word Sort</b> Sort It Out Children sort words according to short or long vowel spelling.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE p. 13/TE p. 13-14</li> <li>Unit 3, Lesson 10, SE p. 107/TE pp. 107-108</li> <li>Unit 3, Lesson 14, SE p. 147/TE pp. 147-148</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Introduce Sound-Spelling</b> Learn and Blend/Blend It</p> <p><b>Short Vowels</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 9</li> </ul> <p><b>Long a (a, ai, a_e, ay, ea, eigh)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, TE p. 103</li> </ul> <p><b>Long I (i, i_e, igh, y, ie)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, TE p. 143</li> </ul> <p><b>Learning Center</b> Learn and Blend/Blend It</p> <p><b>Short Vowel Switch</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 10 Word Sort (long a)</li> <li>Unit 3, Lesson 10, TE p. 104</li> </ul> <p><b>Match Five (long i)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, TE p. 144</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b><i>Independent/Partner Work</i></b> Sort Words Repeat the Closed Sort activity (sort words according to short or long vowel spelling).</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 17</li> <li>Unit 3, Lesson 10, TE p. 111</li> <li>Unit 3, Lesson 14, TE p. 151</li> </ul> <p><b><u>INTERACTIVE PRACTICE BUNDLE*</u></b> <b><i>Decodable Library</i></b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> <li>Level B (a_e, i_e, o_e, u_e, e_e)</li> </ul> <p><b>“A Place in Space”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG U</p> <ul style="list-style-type: none"> <li>Level B (u, u_e, ue, ew, iew)</li> </ul> <p><b>“Make a Card”</b> Decodable Passage and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> <li>Level B</li> </ul> <p><b>“At the Cat Cafe”</b> Decodable Passage and Lesson Plan</p> <p><b><i>Sound Wall</i></b> Vowel Valley Grapheme Wall Phonemes and Graphemes Long Vowels</p>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b><i>Introduction</i></b> Learn and Blend/Blend It Have children underline the first vowel team syllable in each word.</p> <p><b>Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 133</li> </ul> <p><b>Vowel Team Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 287</li> </ul> <p><b>Review Syllable Types</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 299</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Build Fluency</b> Speed Drill Have children underline the first vowel team syllable in each word.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE pp. 135-136</li> <li>Unit 5, Lesson 28, SE/TE pp. 289-290</li> <li>Unit 6, Lesson 29, SE/TE pp. 301-302</li> </ul> <p><b>Read Connected Text</b> Connected Text/Interact with the Text Children circle all the two-syllable words with vowel team syllables. They draw a box around one-syllable words with vowel teams.</p> <p>“Breakfast Time”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 136</li> </ul> <p>“The Dog Wash”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 290</li> </ul> <p>“Dear Uncle Robert”</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 302</li> </ul> <p><b>Word Sort</b> Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE p. 137/TE pp. 137-138</li> <li>Unit 5, Lesson 28, SE p. 291/TE pp. 291-292</li> <li>Unit 6, Lesson 29, SE p. 303/TE pp. 303-304</li> </ul> <p><b>Word Building</b> Syllable Building</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 138</li> <li>Unit 5, Lesson 28, SE/TE p. 292</li> <li>Unit 6, Lesson 29, SE/TE p. 304</li> </ul> <p><b>Read Connected Text</b> Decodable Passage</p> <p>“Fireboats”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE p. 139/TE pp. 139-140</li> </ul> <p>“The Mural”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE p. 293/TE pp. 293-294</li> </ul> <p>“Robots”</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE p. 305/TE pp. 305-306</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Introduce Spelling Pattern</b> Learn and Blend/Blend It</p> <p><b>Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 133</li> </ul> <p><b>Vowel Team Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, TE p. 287</li> </ul> <p><b>Review Syllable Types</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, TE p. 299</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, TE pp. 289, 291, 293, 295</li> <li>Unit 6, Lesson 29, TE pp. 301, 303, 305, 307</li> <li>Unit 3, Lesson 13, TE pp. 135, 137, 139, 141</li> </ul> <p><b>Independent/Partner Work</b></p> <p>Spell Words</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 139</li> <li>Unit 5, Lesson 28, TE p. 293</li> <li>Unit 6, Lesson 29, TE p. 305</li> </ul> <p>Sort Words</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 141</li> <li>Unit 5, Lesson 28, TE p. 295</li> <li>Unit 6, Lesson 29, TE p. 307</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p>Decodable Text Word Analysis</p> <p><b>Level B Decodable Text Word Analysis</b></p> <p><b>Differentiation Supports</b></p> <p>Syllable Types Student Resources/Instructional Resources</p> <p>Word Study/Morphology</p> <p>Vowel Team Syllables</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Lessons 1–30</b></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.</p> <p>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</p> <p><b>“Pete’s Note”</b></p> <ul style="list-style-type: none"> <li>Lesson 13, p. 53</li> </ul> <p>Lesson 28: Vowel Team Syllables</p> <p><b>“The Billy Goats”</b></p> <ul style="list-style-type: none"> <li>Lesson 28, p. 113</li> </ul> <p>Lesson 29: Review Syllable Types</p> <p><b>“Time Flies”</b></p> <ul style="list-style-type: none"> <li>Lesson 29, p. 117</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES • Level B <b>“Fireboats”</b> Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES • Level B <b>“By the Seacoast”</b> Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES • Level B <b>“The Mural”</b> Decodable Passage and Lesson Plan</p> <p><b>Sound Wall</b> Vowel Valley Grapheme Wall</p>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> <b>Introduction</b> Learn and Blend/Blend It <i>Transition to Longer Words/Challenge</i></p> <p><b>Long a (a, ai, a_e, ay, ea, eigh)</b> • Unit 3, Lesson 10, SE/TE p. 103</p> <p><b>Long e (e, e_e, ee, ea, y, ie, ey, ei)</b> • Unit 3, Lesson 12, SE/TE p. 123</p> <p><b>Long u (u, u_e, ew, ue, iew)</b> • Unit 3, Lesson 16, SE/TE p. 163</p> <p><b>Build Fluency</b> Speed Drill Children underline long vowel spelling pattern in each word while reading regularly spelled two-syllable words.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE pp. 105-106</li> <li>• Unit 3, Lesson 12, SE/TE pp. 125-126</li> <li>• Unit 3, Lesson 16, SE/TE pp. 165-166</li> </ul> <p><b>Read Connected Text</b> Connected Text/Interact with the Text Lesson 10: Long a (a, ai, a_e, ay, ea, eigh) <b>“Hay Bale Maze”</b> • Unit 3, Lesson 10, SE/TE p. 106</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, 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>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)  <b>“Busy as a Beaver”</b>          • Unit 3, Lesson 12, SE/TE p. 126</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)  <b>“A Few More Riddles!”</b>          • Unit 3, Lesson 16, SE/TE p. 166</p> <p><b>Word Sort</b>          Sort It Out          • Unit 3, Lesson 10, SE p. 107/TE pp. 107–108          • Unit 3, Lesson 12, SE p. 127/TE pp. 127–128          • Unit 3, Lesson 16, SE p. 167/TE pp. 167–168</p> <p><b>Read Connected Text</b>          Decodable Passage          Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)  <b>“Nate, Don’t Be Late!”</b>          • Unit 3, Lesson 10, SE p. 109/TE pp. 109–110</p> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)  <b>“A Piece of Cheese”</b>          • Unit 3, Lesson 12, SE p. 129/TE pp. 129–130</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)  <b>“Make a Card”</b>          • Unit 3, Lesson 16, SE p. 169/TE pp. 169–170</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b>  <b>Lessons 1–30</b>          Decodable Text          The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>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 10: Long a (a, ai, a_e, ay, ea, eigh)  <b>“Rail Trails”</b>          • Lesson 10, p. 21</p> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)  <b>“Lucky”</b>          • Lesson 12, p. 25</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)  <b>“The Computer Chat”</b>          • Lesson 16, p. 33</p> <p style="text-align: center;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>LONG VOWELS/LONG A • Level B (a, ai, ay, a_e, ea, eigh) <b>“Rail Trails”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E Level B (e, e_e, ee, ea, y, ey, ie, ei) <b>“Lucky”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O Level B (oa, ow, o-e, oe, o) <b>“Goats That Mow”</b> Decodable Passage and Lesson Plan</p> <p><b>Sound Wall</b> Grapheme Wall Long Vowels</p>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> <b>Word Study/Morphology</b> <b>“Reading Big Words” Strategy</b> Step 1 Look for the word parts (prefixes) at the beginning of the word. Step 2 Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 36</li> </ul> <p><b>Prefixes (un-, re-, dis-)</b> 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"> <li>Unit 3, Lesson 16, SE/TE p. 170</li> </ul> <p><b>Suffixes (-ful, -less, -y, -ly)</b> 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. (TE p. 254)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 254</li> </ul> <p style="text-align: center;"><i>continued</i></p>



**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p><b>Word Sort</b> Sort It Out Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes. (mistake, unmade, dislike) • Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</p> <p><b>Word Building</b> Syllable Building Children use syllable cards to build words, including words with affixes. (retake, replace, graceful, disgraceful) • Unit 2, Lesson 7, SE/TE p. 76 (replay, playful) • Unit 5, Lesson 28, SE/TE p. 292</p> <p><b>Build Fluency</b> Speed Drill Children first practice reading words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed. (sleepless, unclear, fearless, painful, misread, joyful) • Unit 5, Lesson 28, SE/TE p. 289</p> <p><b>Read Connected Text</b> Decodable Passage Lesson 16: Long u (u, u_e, ew, ue, iew) “<b>Make a Card</b>” (discard, reuse, unfold) • Unit 3, Lesson 16, SE/TE p. 169 Lesson 24: Short oo and Long oo “<b>Let’s Make Music!</b>” • Unit 4, Lesson 19, SE/TE pp. 273–274 Connected Text Lesson 26: Diphthong /oi/ “<b>Toy Drive!</b>” (unused, disrepair, remake) • Unit 5, Lesson 26, SE/TE p. 270</p> <p><b>End-of-Book Resources</b> “<b>Reading Big Words</b>” • SE/TE p. 332</p> <p><b>TEACHER’S EDITION</b> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: “Reading Big Words” Strategy</b> • Unit 1, Lesson 2, TE p. 26 <b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> • Unit 3, Lesson 16, TE p. 170 <b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> • Unit 5, Lesson 24, TE p. 254</p> <p style="text-align: right;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Phonemic Awareness</b></p> <p>Phonemic Manipulation: Delete Syllables Children clap and count the number syllables in a spoken word.</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 25, TE p. 359</li> <li>Unit 5, Lesson 26, TE p. 373</li> <li>Unit 5, Lesson 27, TE p. 387</li> </ul> <p>Phonemic Manipulation: Delete and Add Syllables Children clap and count the number syllables in a spoken word.</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 403</li> <li>Unit 6, Lesson 29, TE p. 417</li> <li>Unit 6, Lesson 30, TE p. 431</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p>Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities <b>Activity Type 4: Oral Segmentation (including counting sounds)</b></p> <ul style="list-style-type: none"> <li>Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”)</li> </ul> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b>Decodable Library</b></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> <li>Level C (dis-, un-, pre-, re-)</li> </ul> <p><b>“Packing for a Trip”</b> Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> <li>Level C (-ful, -less, -y, -u)</li> </ul> <p><b>“Join Our Walking School Bus!”</b> Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> <li>Level C (im-, in-, non-)</li> </ul> <p><b>“Inventions”</b> Decodable Passage and Lesson Plan</p>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>High-Frequency Words</b> Read-Spell-Write</p> <p>Words with inconsistent but common spelling-sound correspondences include have/save.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 10</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Words with inconsistent but common spelling-sound correspondences include good/food, give/hive.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 50</li> </ul> <p>Words with inconsistent but common spelling-sound correspondences include said/maid.</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 72</li> </ul> <p><b>Introduction</b> Learn and Blend/Blend It</p> <p><b>Lesson 15: Long o</b> Words with inconsistent but common spelling-sound correspondences include move/love, none/gone</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 15, SE/TE p. 153</li> </ul> <p><b>Lesson 24: Short oo and Long oo</b> Words with inconsistent but common spelling-sound correspondences include good/foot, hood/cook, full/push.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 24, SE/TE p. 247</li> </ul> <p><b>Lesson 28: Vowel Team Syllables</b> Words with inconsistent but common spelling-sound correspondences include rereading/unpleasant.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 28, SE/TE p. 287</li> </ul> <p><b>Build Fluency</b> Speed Drill</p> <p>Words with inconsistent but common spelling-sound correspondences include tooth/hook, stood/hoot.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 24, SE/TE p. 247</li> </ul> <p>Words with inconsistent but common spelling-sound correspondences include malt/talk, salt/stalk.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 27, TE p. 279</li> </ul> <p>Words with inconsistent but common spelling-sound correspondences include balloon/notebook, allow/pillow.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 28, SE/TE p. 289</li> </ul>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>High-Frequency Words</b> Read-Spell-Write</p> <p>Grade-appropriate irregularly spelled words include <i>many, there, them, said, other</i>.</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 72</li> </ul> <p>Grade-appropriate irregularly spelled words include <i>been, done, one, even, different</i>.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, SE/TE p. 134</li> </ul> <p>Grade-appropriate irregularly spelled words include <i>people, warm, wash, call, very</i>.</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 28, SE/TE p. 288</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text</b> Connected Text “<b>Surprise Party!</b>” Grade-appropriate irregularly spelled words includes <i>said, them</i>. • Unit 2, Lesson 7, SE/TE p. 74 “<b>Breakfast Time</b>” Grade-appropriate irregularly spelled words includes <i>different, done, one, even</i>. • Unit 3, Lesson 13, SE/TE p. 136 “<b>The Dog Wash</b>” Grade-appropriate irregularly spelled words includes <i>call, wash, warm</i>. • Unit 5, Lesson 28, SE/TE p. 290</p> <p><b>Read Connected Text</b> Decodable Passage “<b>A Place for Wildlife</b>” Grade-appropriate irregularly spelled words includes <i>them, many, here, other</i>. • Unit 2, Lesson 7, SE/TE p. 77 “<b>Fireboats</b>” Grade-appropriate irregularly spelled words includes <i>different, one, done, even</i>. • Unit 3, Lesson 13, SE/TE p. 139 “<b>The Mural</b>” Grade-appropriate irregularly spelled words includes <i>very, people, warm, called</i>. • Unit 5, Lesson 28, SE/TE p. 293</p> <p><b>TEACHER’S EDITION</b> <b>High-Frequency Words</b> Review/Extend • Unit 2, Lesson 7, TE pp. 73, 75, 79 • Unit 3, Lesson 13, TE pp. 135, 137, 141 • Unit 5, Lesson 28, TE pp. 289, 291, 295</p>
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Decode grade-level texts with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Read Connected Text</b> Connected Text/Interact with the Text Comprehension questions that accompany each selection can be used to monitor children’s understanding of the text. Lesson 1: Short Vowels “<b>Ben’s Tips for Good Health</b>” • Unit 1 Lesson 1, SE/TE p. 12 Lesson 12: Long e “<b>Busy as a Beaver</b>” • Unit 3 Lesson 12, SE/TE p. 126</p> <p style="text-align: center;"><i>continued</i></p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Decode grade-level texts with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 28: Vowel Team Syllables  <b>“The Dog Wash”</b>            • Unit 5 Lesson 28, SE/TE p. 290</p> <p><b>Read Connected Text</b>            Decodable Passage            Comprehension questions that accompany each selection help monitor children’s understanding of the text.</p> <p>Lesson: 1: Short Vowels  <b>“The Big Log”</b>            • Unit 1, Lesson 1, SE p. 15/TE pp. 15–16</p> <p>Lesson 12: Long e  <b>“A Piece of Cheese”</b>            • Unit 3, Lesson 12, SE p. 129/TE pp. 129–130</p> <p>Lesson: 28: Vowel Team Syllables  <b>“The Mural”</b>            • Unit 5, Lesson 28, SE p. 293/TE pp. 293–294</p> <p><b>TE DIGITAL RESOURCES*</b>  <b>Units 1–6</b>            Lesson 1–30: Instructional Resources: Decodable Passage Lesson Plan            Each online Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson: 1: Short Vowels  <b>“The Big Log” Lesson Plan</b>            • Unit 1, Lesson 1</p> <p>Lesson: 12: Long e  <b>“A Piece of Cheese” Lesson Plan</b>            • Unit 3, Lesson 12</p> <p>Lesson: 28: Vowel Team Syllables  <b>“The Mural” Lesson Plan</b>            • Unit 5, Lesson 28</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b>  <b>Lessons 1–30</b>            Decodable Text            Lesson 1: Short Vowels  <b>“At the Cat Café”</b>            • Decodable Text, p. 3            • Comprehension and Vocabulary/Writing, p. 4</p> <p>Lesson 12: Long e  <b>“Lucky”</b>            • Decodable Text, p. 25            • Comprehension and Vocabulary/Writing, p. 26</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Decode grade-level texts with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 28: Vowel Team Syllables  <b>“Hot Air Balloons”</b>  <ul style="list-style-type: none"> <li>• Decodable Text, p. 57</li> <li>• Comprehension and Vocabulary/Writing, p. 58</li> </ul> <b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b>  <b>Lessons 1–30</b>                      Decodable Text Lesson Plan                      Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.                      Lesson 1: Short Vowels  <b>“At the Cat Café” Lesson Plan</b>                      Lesson 12: Long e  <b>“Lucky” Lesson Plan</b>                      Lesson 28: Vowel Team Syllables  <b>“Hot Air Balloons” Lesson Plan</b>  <b>INTERACTIVE PRACTICE BUNDLE*</b>  <b>Decodable Library</b>                      Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.                      SHORT VOWELS/SHORT VOWEL REVIEW  <ul style="list-style-type: none"> <li>• Level B</li> </ul> <b>“The Big Log</b>                      Decodable Passage and Lesson Plan                      LONG VOWELS/LONG E  <ul style="list-style-type: none"> <li>• Level B (e, e_e, ee, ea, y, ey, ie, ei)</li> </ul> <b>“A Piece of Cheese”</b>                      Decodable Passage and Lesson Plan                      SYLLABLE TYPES/VOWEL TEAM SYLLABLES  <ul style="list-style-type: none"> <li>• Level B</li> </ul> <b>“Fireboats”</b>                      Decodable Passage and Lesson Plan</p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Position-Based Patterns ~~~~~</p> <p><b>TEACHER'S EDITION</b></p> <p><b><i>Introduce Sound-Spelling</i></b></p> <p><b>Lesson 5: Final Blends</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 49</li> </ul> <p><b>Lesson 6: Final e</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 61</li> </ul> <p><b>Lesson 17: Open Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, TE p. 113</li> </ul> <p><b><i>Sound-Spelling/Blending</i></b></p> <p><b>Cumulative Quick Check</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, TE pp. 51, 53, 55, 57</li> <li>Unit 2, Lesson 6, TE pp. 63, 65, 67, 69</li> <li>Unit 3, Lesson 11, TE pp. 115, 117, 119, 121</li> </ul> <p style="text-align: center;">~~~~~ Complex Consonant Blends ~~~~~</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b><i>Word Study/Morphology</i></b></p> <p><b>Three-Letter Blends</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 98</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b><i>Introduce Sound-Spelling</i></b></p> <p><b>Lesson 8: Consonant Digraphs (sh, ch, tch, th)</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, TE p. 81</li> </ul> <p><b>Lesson 9: Consonant Digraphs (wh, ph, ng, nk)</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 91</li> </ul> <p><b><i>Sound-Spelling and Word Study/Morphology</i></b></p> <p><b>Word Study/Morphology: Three-Letter Blends</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 99</li> </ul> <p style="text-align: center;">~~~~~ Less Common Vowel Teams for Long Vowels ~~~~~</p> <p><b>TEACHER'S EDITION</b></p> <p><b><i>Introduce Sound-Spelling</i></b></p> <p><b>Lesson 10: Long a (eigh)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, TE p. 103</li> </ul> <p><b>Lesson 13: Vowel Team Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 133</li> </ul> <p><b>Lesson 14: Long i (igh)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, TE p. 143</li> </ul> <p><b><i>Sound-Spelling/Blending</i></b></p> <p><b>Cumulative Quick Check</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, TE pp. 105, 107, 109, 111</li> <li>Unit 3, Lesson 13, TE pp. 135, 137, 139, 141</li> <li>Unit 5, Lesson 28, TE pp. 289, 291, 293, 295</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ <b>Vowel-r Combinations</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Daily Practice <i>Spell It</i></p> <p><b>Lesson 18: r-Controlled Vowel /är/</b> • Unit 4, Lesson 18, SE/TE p. 185</p> <p><b>Lesson 19: r-Controlled Vowel /ür/</b> • Unit 4, Lesson 19, SE/TE p. 195</p> <p><b>Lesson 20: r-Controlled Vowel /ör/</b> • Unit 4, Lesson 20, SE/TE p. 205</p> <p><b>Word Building</b> <b>Make New Words</b> Make words with the letter cards on page 326. Write the words on the lines.</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, SE/TE p. 190</li> <li>• Unit 4, Lesson 19, SE/TE p. 200</li> <li>• Unit 4, Lesson 20, SE/TE p. 210</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Introduce Sound-Spelling</b> <b>Lesson 18: r-Controlled Vowel /är/</b> • Unit 4, Lesson 18, TE p. 185</p> <p><b>Lesson 19: r-Controlled Vowel /ür/</b> • Unit 4, Lesson 19, TE p. 195</p> <p><b>Lesson 20: r-Controlled Vowel /ör/</b> • Unit 4, Lesson 20, TE p. 205</p> <p><b>Sound-Spelling/Blending</b> <b>Cumulative Quick Check</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, TE pp. 187, 189, 191, 193</li> <li>• Unit 4, Lesson 19, TE pp. 197, 199, 201, 203</li> <li>• Unit 4, Lesson 20, TE pp. 207, 209, 211, 213</li> </ul> <p><b>Teacher Table: Intervention</b> <b>Guided Spelling/Dictation</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, TE p. 190</li> <li>• Unit 4, Lesson 19, TE p. 200</li> <li>• Unit 4, Lesson 20, TE p. 210</li> </ul> <p>~~~~~ <b>Contractions</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Word Study/Morphology</b> <b>Contractions</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE p. 110</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Contractions</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, TE p. 111</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Homophones ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Homophones</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 17, SE/TE p. 180</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Homophones</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 17, TE p. 181</li> </ul> <p style="text-align: center;">~~~~~ Plurals ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, SE/TE p. 232</li> </ul> <p><b>More Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 284</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, TE p. 233</li> </ul> <p><b>Word Study/Morphology: More Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 285</li> </ul> <p style="text-align: center;">~~~~~ Possessives ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Possessives</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE/TE p. 88</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Possessives</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, TE p. 89</li> </ul>
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Combined Syllable Types ~~~~~</p> <p><u>TEACHER'S EDITION</u> <b>Introduce Sound-Spelling</b></p> <p><b>Lesson 17: Consonant + le Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 17, TE p. 173</li> </ul> <p><b>Lesson 27: Complex Vowel /ô/</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 277</li> </ul> <p><b>Lesson 29: Review Syllable Types</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, TE p. 299</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ <b>Combined Syllable Types</b> (cont.) ~~~~~</p> <p><b>Sound-Spelling/Blending</b></p> <p><b>Cumulative Quick Check</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE pp. 73, 75, 77, 79</li> <li>Unit 5, Lesson 27, TE pp. 279, 281, 283, 285</li> <li>Unit 6, Lesson 29, TE pp. 301, 303, 305, 307</li> </ul> <p style="text-align: center;">~~~~~ <b>Compound Words</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Word Study/Morphology</b></p> <p><b>Compound Words</b></p> <p>Children write compound words legibly to complete the activity.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, SE/TE p. 160</li> <li>Unit 5, Lesson 25, SE/TE p. 264</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Sound-Spelling and Word Study/Morphology</b></p> <p><b>Word Study/Morphology: Compound Words</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, TE p. 161</li> <li>Unit 5, Lesson 25, TE p. 265</li> </ul> <p style="text-align: center;">~~~~~ <b>Common Prefixes and Derivational Suffixes</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Word Study/Morphology</b></p> <p><b>“Reading Big Words” Strategy</b></p> <p>Step 1: Look for the word parts (prefixes) at the beginning of the word.</p> <p>Step 2: Look for the word parts (suffixes) at the end of the word.</p> <p>Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 36</li> </ul> <p><b>Prefixes (un-, re-, dis-)</b></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"> <li>Unit 3, Lesson 16, SE/TE p. 170</li> </ul> <p><b>Suffixes (-ful, -less, -y, -ly)</b></p> <p>Children learn that a suffix is a letter or group of letters added to the end of a base word to make a new word. The suffix changes the meaning of the base word.</p> <p><i>For example:</i></p> <p><i>Guide children in reading the explanation of suffixes at the top of the page. Model how to use the meaning of -ful to determine the meaning of hopeful (full of hope). Then ask children to use the meaning of the suffixes -less, -y, and -ly to tell what the other example words mean. (TE p. 254)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 254</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>~~~~~ <b>Common Prefixes and Derivational Suffixes</b> (cont.) ~~~~~</p> <p><b>Word Sort</b> Sort It Out Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes. (mistake, unmade, dislike) • Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</p> <p><b>Word Building</b> Syllable Building Children use syllable cards to build words, including words with affixes. (retake, replace, graceful, disgraceful) • Unit 2, Lesson 7, SE/TE p. 76 (replay, playful) • Unit 5, Lesson 28, SE/TE p. 292</p> <p><b>Build Fluency</b> Speed Drill Children first practice reading words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed. (sleepless, unclear, fearless, painful, misread, joyful) • Unit 5, Lesson 28, SE/TE p. 289</p>
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</p> <p style="text-align: center;"><i>continued</i></p>	<p>~~~~~ <b>Consonant Doubling</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Word Study/Morphology</b> <b>Inflectional Endings (double final consonant)</b> • Unit 3, Lesson 11, SE/TE p. 120 <b>Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant • Unit 4, Lesson 23, SE/TE p. 242 <b>More Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant • Unit 5, Lesson 28, SE/TE p. 294</p> <p><u>TEACHER'S EDITION</u></p> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Inflectional Endings (double final consonant)</b> • Unit 3, Lesson 11, TE p. 121 <b>Word Study/Morphology: Inflectional Endings with Spelling Changes</b> • Unit 4, Lesson 23, TE p. 243 <b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> • Unit 5, Lesson 28, TE p. 295</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing <i>y</i> to <i>i</i>.</p>	<p><i>continued</i></p> <p>~~~~~ Dropping Silent e ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Inflectional Endings (drop e)</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 78</li> </ul> <p><b>Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 23, SE/TE p. 242</li> </ul> <p><b>More Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 294</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Inflectional Endings (drop e)</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 79</li> </ul> <p><b>Word Study/Morphology: Inflectional Endings with Spelling Changes</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 23, TE p. 243</li> </ul> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, TE p. 295</li> </ul> <p>~~~~~ Changing y to i ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Inflectional Endings (change y to i)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 130</li> </ul> <p><b>Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 23, SE/TE p. 242</li> </ul> <p><b>More Inflectional Endings with Spelling Changes</b> Drop the final e/change the y to i/double final consonant</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 294</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Inflectional Endings (change y to i)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, TE p. 131</li> </ul> <p><b>Word Study/Morphology: Inflectional Endings with Spelling Changes</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 23, TE p. 243</li> </ul> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, TE p. 295</li> </ul>
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**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Write most common, frequently used words and most irregular words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>High-Frequency Words</b> Read-Spell-Write/Use in Context Children write each word two times. Next, they complete each Use in Context sentence using a word from the Read-Spell-Write box above. <i>For example:</i> <b>Spell</b> Say: <i>The word good is spelled g-o-o-d. Spell it with me: g-o-o-d. What sound do you hear at the beginning of good? What sound do you hear at the end of good? What letter do we write for this sound?</i> <b>Write</b> Say: <i>Watch as I write the word. I will say each letter as I write it. [Model this.] Now it's your turn. Write the word two times. Say each letter as you write it. (TE p. 50)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 10</li> <li>• Unit 1, Lesson 5, SE/TE p. 50</li> <li>• Unit 2, Lesson 7, SE/TE p. 72</li> </ul> <p><b>TEACHER'S EDITION</b> <b>High-Frequency Words</b> Review/Use in Context Write common, frequently used words, including irregular words.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 13</li> <li>• Unit 1, Lesson 5, TE p. 53</li> <li>• Unit 2, Lesson 7, TE p. 75</li> </ul>
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>TEACHER'S EDITION</b> <b>Learning Center</b> <b>Short Vowel Switch</b> Confirm words in a print or online dictionary.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 10</li> </ul> <p><b>Spelling Patterns</b> Confirm words in a print or online dictionary.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 15, SE/TE p. 154</li> <li>• Unit 5, Lesson 24, SE/TE p. 248</li> </ul> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: More Irregular Plurals</b> Encourage children to check spellings in a dictionary</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 27, TE p. 285</li> </ul>
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>TE DIGITAL RESOURCES*</b> <b>Differentiation Supports</b> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> <li>• Pencil Grip, p. 1</li> <li>• Posture, p. 2</li> <li>• Spacing, p. 3</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>• Strokes, p. 3</li> <li>• General Tips, p. 4</li> </ul> <p>Letter Formation Guide, pp. 5–8 Letter Formation Practice Letter Formation Cards (cursive)</p>

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b><i>Read Connected Text</i></b> Connected Text/Interact with the Text Comprehension questions that accompany each selection can be used to monitor children's understanding of the text.</p> <p>Lesson 1: Short Vowels  <b>"Ben's Tips for Good Health"</b>  <ul style="list-style-type: none"> <li>Unit 1 Lesson 1, SE/TE p. 12</li> </ul> </p> <p>Lesson 12: Long e  <b>"Busy as a Beaver"</b>  <ul style="list-style-type: none"> <li>Unit 3 Lesson 12, SE/TE p. 126</li> </ul> </p> <p>Lesson 28: Vowel Team Syllables  <b>"The Dog Wash"</b>  <ul style="list-style-type: none"> <li>Unit 5 Lesson 28, SE/TE p. 290</li> </ul> </p> <p><b><i>Read Connected Text</i></b> Decodable Passage Comprehension questions that accompany each selection help monitor children's understanding of the text.</p> <p>Lesson: 1: Short Vowels  <b>"The Big Log"</b>  <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE p. 15/TE pp. 15-16</li> </ul> </p> <p>Lesson 12: Long e  <b>"A Piece of Cheese"</b>  <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE p. 129/TE pp. 129-130</li> </ul> </p> <p>Lesson: 28: Vowel Team Syllables  <b>"The Mural"</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE p. 293/TE pp. 293-294</li> </ul> </p> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b><i>Units 1-6</i></b> Lesson 1-30: Instructional Resources: Decodable Passage Lesson Plan Each online Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson: 1: Short Vowels  <b>"The Big Log" Lesson Plan</b>  <ul style="list-style-type: none"> <li>Unit 1, Lesson 1</li> </ul> </p> <p>Lesson: 12: Long e  <b>"A Piece of Cheese" Lesson Plan</b>  <ul style="list-style-type: none"> <li>Unit 3, Lesson 12</li> </ul> </p> <p>Lesson: 28: Vowel Team Syllables  <b>"The Mural" Lesson Plan</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 28</li> </ul> </p> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b> <b>Lessons 1–30</b> Decodable Text Lesson 1: Short Vowels “At the Cat Café” • Decodable Text, p. 3 • Comprehension and Vocabulary/Writing, p. 4 Lesson 12: Long e “Lucky” • Decodable Text, p. 25 • Comprehension and Vocabulary/Writing, p. 26 Lesson 28: Vowel Team Syllables “Hot Air Balloons” • Decodable Text, p. 57 • Comprehension and Vocabulary/Writing, p. 58</p> <p><b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b> <b>Lessons 1–30</b> Decodable Text Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding. Lesson 1: Short Vowels “At the Cat Café” Lesson Plan Lesson 12: Long e “Lucky” Lesson Plan Lesson 28: Vowel Team Syllables “Hot Air Balloons” Lesson Plan</p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b> <b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW • Level B “The Big Log” Decodable Passage and Lesson Plan LONG VOWELS/LONG E • Level B (e, e_e, ee, ea, y, ey, ie, ei) “A Piece of Cheese” Decodable Passage and Lesson Plan SYLLABLE TYPES/VOWEL TEAM SYLLABLES • Level B “Fireboats” Decodable Passage and Lesson Plan</p>



**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b></p> <p>Daily Practice</p> <p>Build Fluency</p> <p>Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 19</li> <li>• Unit 2, Lesson 7, SE/TE p. 71</li> <li>• Unit 5, Lesson 24, SE/TE p. 247</li> </ul> <p><b>Build Fluency</b></p> <p>Speed Drill</p> <p>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"> <li>• Unit 1, Lesson 2, SE/TE p. 21</li> <li>• Unit 2, Lesson 7, SE/TE p. 73</li> <li>• Unit 5, Lesson 24, SE/TE p. 249</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text</p> <p>Have children chorally read the text aloud.</p> <p><b>“The Joke Book”</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 22</li> </ul> <p><b>“Surprise Party!”</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 74</li> </ul> <p><b>“More Riddles”</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 24, SE/TE p. 250</li> </ul> <p><b>Read Connected Text</b></p> <p>Decodable Passage</p> <p>Have children chorally read the decodable passage to build oral reading fluency.</p> <p><b>“A Nutty Picnic”</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 25/TE pp. 25–26</li> </ul> <p><b>“A Place for Wildlife”</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE p. 77/TE pp. 77–78</li> </ul> <p><b>“Moose on the Loose”</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 24, SE p. 253/TE pp. 253–254</li> </ul> <p><b>Cumulative Assessment</b></p> <p>Fluency Check</p> <p>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"> <li>• Unit 1, Lesson 2, SE/TE p. 28</li> <li>• Unit 2, Lesson 7, SE/TE p. 80</li> <li>• Unit 5, Lesson 24, SE/TE p. 256</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b></p> <p><b><i>Independent/Partner Work</i></b> 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"> <li>• Unit 1, Lesson 2, TE p. 22</li> <li>• Unit 2, Lesson 7, TE p. 74</li> <li>• Unit 5, Lesson 24, TE p. 250</li> </ul> <p>Reread Connected Text and Write Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 22</li> <li>• Unit 2, Lesson 7, TE p. 74</li> <li>• Unit 5, Lesson 24, TE p. 250</li> </ul> <p>Build Fluency Have children reread the decodable passages from previous weeks.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 23</li> <li>• Unit 2, Lesson 7, TE p. 75</li> <li>• Unit 5, Lesson 24, TE p. 251</li> </ul> <p><b><i>Home-School Connection</i></b> Build Fluency Have children read the decodable passages with their families.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 25</li> <li>• Unit 2, Lesson 7, TE p. 77</li> <li>• Unit 5, Lesson 24, TE p. 253</li> </ul> <p><b><i>Independent/Partner Work</i></b> 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"> <li>• Unit 1, Lesson 2, TE p. 27</li> <li>• Unit 2, Lesson 7, TE p. 79</li> <li>• Unit 5, Lesson 24, TE p. 255</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b><i>Assessment</i></b> Assessment Overview Formative Assessments • Fluency Assessment Guidance, p. 3</p> <p>Formative Formative Assessments • Fluency Assessment Guidance</p> <p><b><i>Differentiation Supports</i></b> Additional Routines <b>Fluency Routines and Minilessons, Level B</b></p> <ul style="list-style-type: none"> <li>• Lesson 2: Introduce the Repeated Reading Fluency Routine</li> <li>• Lesson 3: Model Fluency: Intonation</li> <li>• Lesson 4: Echo Read and Choral Read</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, 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>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>• Lesson 11: Reader’s Theater</li> <li>• Lesson 13: Audiobook Modeling</li> <li>• Lesson 15: Repeated Readings Chart</li> <li>• Lesson 17: Oral Reading Model</li> <li>• Lesson 20: Repeated Readings Chart</li> <li>• Lesson 29: Phrase-Cued Text</li> </ul> <p><b>Units 1–6</b></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><b>“A Nutty Picnic” Lesson Plan</b></p> <p>Unit 2, Lesson 7: Final e Syllables (a_e, e_e, i_e, o_e, u_e)</p> <p><b>“A Place for Wildlife” Lesson Plan</b></p> <p>Unit 5, Lesson 24: Short oo and Long oo</p> <p><b>“Moose on the Loose” Lesson Plan</b></p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Lessons 1–30</b></p> <p>Decodable Text</p> <p>Lesson 2: Closed Syllables</p> <p><b>“The Rocket Contest”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 5</li> <li>• Comprehension and Vocabulary/Writing, p. 6</li> </ul> <p>Lesson 7: Final e Syllables</p> <p><b>“At the Lakeside”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 15</li> <li>• Comprehension and Vocabulary/Writing, p. 16</li> </ul> <p>Lesson 24: Short oo and Long oo</p> <p><b>“Soup!”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 49</li> <li>• Comprehension and Vocabulary/Writing, p. 50</li> </ul> <p style="text-align: center;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Partner Reading</b> 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 4 <i>Final e Syllables; Consonant Digraphs (sh, ch, tch, th)</i> <b>“Cupcake the Snake”</b> • Fluency Booster Practice Book, p. 73</p> <p>Partner Reading 7 <i>Vowel Team Syllables; Long i</i> <b>“Night Lights”</b> • Fluency Booster Practice Book, p. 79</p> <p>Partner Reading 14 <i>Complex Vowel /ô/; Vowel Team Syllables</i> <b>“Racket Sports”</b> • Fluency Booster Practice Book, p. 93</p> <p><b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b> <b>Lessons 1–30</b> Decodable Text Lesson Plan Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read.</p> <p>After Reading <i>Fluency Plan</i> 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>Lesson 2: Closed Syllables <b>“The Rocket Contest” Lesson Plan</b></p> <p>Lesson 7: Final e Syllables <b>“At the Lakeside” Lesson Plan</b></p> <p>Lesson 24: Short oo and Long oo <b>“Soup!” Lesson Plan</b></p> <p><b>Partner Reading</b> Partner Reading Instructional Resources Teacher’s Guide to Fluency Practice Book What Is Fluency? How Do We Teach Fluency? Teacher’s Guide to Partner Reading Texts Fluency Routines and Minilessons</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b><i>Decodable Library</i></b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> <li>Level B (a, ai, ay, a_e, ea, eigh)</li> </ul> <p><b>“Nate, Don’t Be Late!”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> <li>Level B (e, e_e, ee, ea, y, ey, ie, ei)</li> </ul> <p><b>“A Piece of Cheese”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O</p> <p>Level B (oa, ow, o-e, oe, o)</p> <p><b>“A Show on the Road”</b> Decodable Passage and Lesson Plan</p>
<p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p><b>TEACHER’S EDITION</b></p> <p><b><i>Read Connected Text</i></b> 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><b>“A Happy Baby”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 32</li> </ul> <p><b>“A Ride into the Wild”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 146</li> </ul> <p><b>“Toy Drive!”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 26, SE/TE p. 270</li> </ul> <p><b><i>Read Connected Text</i></b> Decodable Passage Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><b>“A Place in Space”</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE p. 67/TE pp. 67–68</li> </ul> <p><b>“Sparky”</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE p. 191/TE pp. 191–192</li> </ul> <p><b>“My Dog, Rex”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE p. 283/TE pp. 283–284</li> </ul>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use collective nouns.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Build Fluency</b></p> <p>Speed Drill</p> <p><i>Clump</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 32, SE/TE p. 51</li> </ul> <p><b>Word Sort</b></p> <p>Sort It Out</p> <p><i>Bunch</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE/TE p. 85</li> </ul> <p><i>Pair</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 21, SE/TE p. 219</li> </ul> <p><b>Introduction</b></p> <p>Learn and Blend/Blend It</p> <p><i>Group</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 247</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text</p> <p><i>Forest</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, SE/TE p. 228</li> </ul> <p>Decodable Passage</p> <p><i>Herd</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, SE/TE p. 231</li> </ul> <p><b>Word Building</b></p> <p>Syllable Building</p> <p><i>Litter</i></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 304</li> </ul>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Word Study/Morphology</b></p> <p><b>Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, SE/TE p. 232</li> </ul> <p><b>More Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 284</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling and Word Study/Morphology</b></p> <p><b>Word Study/Morphology: Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 22, TE p. 233</li> </ul> <p><b>Word Study/Morphology: More Irregular Plurals</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 285</li> </ul>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>c. Use reflexive pronouns, such as myself and ourselves.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b> Connected Text <i>Herself</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE p. 87/TE pp. 87–88</li> </ul> <p><b>High-Frequency Words</b> Read-Spell-Write <i>Myself</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 196</li> </ul> <p><b>End-of-Book Resources</b> “Reading Big Words” Strategy <i>Yourself</i></p> <ul style="list-style-type: none"> <li>SE/TE p. 332</li> </ul>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Build Fluency</b> Speed Drill <i>Felt</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 51</li> </ul> <p><i>Became</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 105</li> </ul> <p><i>Grew</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 249</li> </ul> <p><b>Word Building</b> Make New Words <i>Held, sent, bent</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 54</li> </ul> <p><b>Introduction</b> Blend It <i>Bit</i></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 143</li> </ul> <p><i>Told, retold</i></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, SE/ TE p. 153</li> </ul> <p><i>Wore</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/ TE p. 195</li> </ul> <p><b>Word Study/Morphology</b> <b>Homophones</b> <i>Rode</i></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 17, SE/TE p. 180</li> </ul> <p><b>Read Connected Text</b> Connected Text <i>Went, hurt</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 20, SE/TE p. 208</li> </ul>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e. Use adjectives and adverbs correctly.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write Adjectives <i>Funny</i> • Unit 1, Lesson 2, SE/TE p. 20 <i>Clean</i> • Unit 3, Lesson 17, SE/TE p. 174 <i>Full</i> • Unit 5, Lesson 24, SE/TE p. 248 Adverbs <i>Even</i> • Unit 3, Lesson 13, SE/TE p. 134 <i>Now</i> • Unit 4, Lesson 19, SE/TE p. 196 <i>Very</i> • Unit 5, Lesson 28, SE/TE p. 288</p> <p>* Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f. Produce, expand, and rearrange simple and compound sentences.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b> Extend Prompt children to create and expand oral sentences by adding descriptive details or create compound sentences by combining two ideas using <i>and</i>. • Unit 1, Lesson 2, TE p. 21 • Unit 3, Lesson 17, TE p. 175 • Unit 5, Lesson 24, TE p. 249</p>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. g. Use common coordinating conjunctions.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write <i>Or</i> • Unit 3, Lesson 10, SE/TE p. 104 <i>Because</i> • Unit 3, Lesson 15, SE/TE p. 154 <i>But</i> • Unit 4, Lesson 23, SE/TE p. 236</p> <p style="text-align: right;"><i>continued</i></p>



**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. g. Use common coordinating conjunctions.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b> <b>High-Frequency Words</b> Extend Prompt children to create and expand oral sentences by adding descriptive details or create compound sentences by combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 113</li> <li>Unit 4, Lesson 19, SE/TE p. 195</li> <li>Unit 5, Lesson 25, SE/TE p. 257</li> </ul>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. h. Capitalize holidays, product names, and geographic names.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. i. Use commas in the greeting and closing of a letter.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Read Connected Text</b> Decodable Passage <i>Letter (commas in the greeting and closing)</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 55</li> </ul> <p>Connected Text <i>Letter (commas in the greeting and closing)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 280</li> <li>Unit 6, Lesson 29, SE/TE p. 302</li> </ul>
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. j. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ <b>Contractions</b> ~~~~~</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Word Study/Morphology</b> <b>Contractions</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 110</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Contractions</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, TE p. 111</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>j. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Possessives ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Word Study/Morphology</b> <b>Possessives</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE/TE p. 88</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Possessives</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, TE p. 89</li> </ul>
<p>35.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary. <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><b>“A Happy Baby”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 32</li> </ul> <p><b>“A Ride into the Wild”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 146</li> </ul> <p><b>“Toy Drive!”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 26, SE/TE p. 270</li> </ul> <p><b>Read Connected Text</b> Decodable Passage Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><b>“A Place in Space”</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE p. 67/TE pp. 67–68</li> </ul> <p><b>“Sparky”</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE p. 191/TE pp. 191–192</li> </ul> <p><b>“My Dog, Rex”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE p. 283/TE pp. 283–284</li> </ul>
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Word Study/Morphology</b> <b>“Reading Big Words” Strategy</b> Step 1 Look for the word parts (prefixes) at the beginning of the word. Step 2 Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 36</li> </ul> <p><b>Prefixes (un-, re-, dis-)</b> 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"> <li>Unit 3, Lesson 16, SE/TE p. 170</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Suffixes (-ful, -less, -y, -ly)</b> 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. <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. (TE p. 254)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 254</li> </ul> <p><b>Word Sort</b> Sort It Out Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes. (mistake, unmade, dislike)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</li> </ul> <p><b>Word Building</b> Syllable Building Children use syllable cards to build words, including words with affixes. (retake, replace, graceful, disgraceful)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 76</li> <li>(replay, playful)</li> <li>Unit 5, Lesson 28, SE/TE p. 292</li> </ul> <p><b>Build Fluency</b> Speed Drill Children first practice reading words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed. (sleepless, unclear, fearless, painful, misread, joyful)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 289</li> </ul> <p><b>Read Connected Text</b> Decodable Passage Lesson 16: Long u (u, u_e, ew, ue, iew) <b>“Make a Card”</b> (discard, reuse, unfold)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 16, SE/TE p. 169</li> </ul> <p>Lesson 24: Short oo and Long oo <b>“Let’s Make Music!”</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE pp. 273–274</li> </ul> <p>Connected Text Lesson 26: Diphthong /oi/ <b>“Toy Drive!”</b> (unused, disrepair, remake)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 26, SE/TE p. 270</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p><b>End-of-Book Resources</b>  <b>“Reading Big Words”</b>  <ul style="list-style-type: none"> <li>SE/TE p. 332</li> </ul> <b>TEACHER’S EDITION</b>  <b>Sound-Spelling and Word Study/Morphology</b>  <b>Word Study/Morphology: “Reading Big Words” Strategy</b>  <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 26</li> </ul> <b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b>  <ul style="list-style-type: none"> <li>Unit 3, Lesson 16, TE p. 170</li> </ul> <b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, TE p. 254</li> </ul> <b>Phonemic Awareness</b>  <b>Phonemic Manipulation: Delete Syllables</b>                      Children clap and count the number syllables in a spoken word.                     <ul style="list-style-type: none"> <li>Unit 5, Lesson 25, TE p. 359</li> <li>Unit 5, Lesson 26, TE p. 373</li> <li>Unit 5, Lesson 27, TE p. 387</li> </ul> <b>Phonemic Manipulation: Delete and Add Syllables</b>                      Children clap and count the number syllables in a spoken word.                     <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 403</li> <li>Unit 6, Lesson 29, TE p. 417</li> <li>Unit 6, Lesson 30, TE p. 431</li> </ul> <b>TE DIGITAL RESOURCES*</b>  <b>Overview</b>                      Phonological Awareness Scope and Sequence Rationale                      Five Basic Types of Activities  <b>Activity Type 4: Oral Segmentation (including counting sounds)</b> <ul style="list-style-type: none"> <li>Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”)</li> </ul> <b>INTERACTIVE PRACTICE BUNDLE*</b>  <b>Decodable Library</b>                      Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.                     <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> <li>Level C (dis-, un-, pre-, re-)</li> </ul> <b>“Packing for a Trip”</b>                      Interact with the Text and Lesson Plan                     <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> <li>Level C (-ful, -less, -y, -u)</li> </ul> <b>“Join Our Walking School Bus!”</b>                      Interact with the Text and Lesson Plan                 </p> <p style="text-align: right;"><i>continued</i></p>
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**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p style="text-align: center;"><i>continued</i></p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> <li>Level C (im-, in-, non-)</li> </ul> <p><b>“Inventions”</b> Decodable Passage and Lesson Plan</p>
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Word Study/Morphology</b></p> <p><b>Related Words</b> Related words are words that have the same base word. One way to make a related word is to add a suffix to the base word. <i>For example:</i> <i>Make sure children understand that they can add more than one suffix to each word to create a list of related words. Call on children to read aloud the words they wrote and tell what suffixes they added. Then have children tell what they notice about the meanings of the related words they wrote. Guide them to notice that the meanings are related because they have a common base word. (TE p. 306)</i></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 306</li> </ul> <p><b>More Related Words</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 30, SE/TE p. 316</li> </ul> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p><b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/RELATED WORDS</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p><b>“Friendly or Unfriendly?”</b> Interact with the Text and Lesson Plan</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p><b>“The Time Capsule”</b> Decodable Passage and Lesson Plan</p>

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**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Word Study/Morphology</b> <b>Compound Words</b> <i>For example:</i> <i>Call on children to read aloud the compound words they wrote. For each word, ask them to use the meaning of the smaller words to give the meaning of the compound word. (TE p. 160)</i></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, SE/TE p. 160</li> <li>Unit 5, Lesson 25, SE/TE p. 264</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Compound Words</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, TE p. 161</li> <li>Unit 5, Lesson 25, TE p. 265</li> </ul> <p><b>INTERACTIVE PRACTICE BUNDLE*</b> <b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/COMPOUND WORDS</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p><b>“Insect Hunt Highlights”</b> Interact with the Text and Lesson Plan</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p><b>“Birdwatching”</b> Decodable Passage and Lesson Plan</p>
<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>TEACHER’S EDITION</b> <b>Learning Center</b> <b>Short Vowel Switch</b> Confirm words in a print or online dictionary.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 10</li> </ul> <p><b>Syllable Match-up</b> Confirm words in a print or online dictionary.</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 30, TE p. 310</li> </ul> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Homographs</b> Encourage children to use a dictionary to find the word meanings.</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 21, TE p. 223</li> </ul>

**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b> Use in Context Children use real-life connections as clues to selecting a study word to complete the sentence.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 104</li> <li>Unit 3, Lesson 15, SE/TE p. 154</li> <li>Unit 4, Lesson 20, SE/TE p. 206</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b> Extend Children expand oral sentences by adding real-life connected descriptive details.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, TE p. 105</li> <li>Unit 3, Lesson 15, TE p. 155</li> <li>Unit 4, Lesson 20, TE p. 207</li> </ul> <p><b>Teacher Table: English Learners</b> Vocabulary Explain words with real-world connections with pictures and pantomime.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 39</li> <li>Unit 3, Lesson 11, TE p. 113</li> <li>Unit 5, Lesson 27, TE p. 277</li> </ul>
<p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>choosing flexibly from an array of strategies.</p> <p>ii. Distinguish shades of meaning among closely related words.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b> Daily Practice <i>Write About It</i> Use the lesson words to create a story. Draw a box around the words from the list that you used.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 19</li> <li>Unit 3, Lesson 17, SE/TE p. 173</li> <li>Unit 6, Lesson 29, SE/TE p. 299</li> </ul> <p style="text-align: center;"><i>continued</i></p>



**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 2	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p><i>continued</i></p> <p><b>High-Frequency Words</b> Use in Context</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 20</li> <li>Unit 3, Lesson 17, SE/TE p. 174</li> <li>Unit 6, Lesson 29, SE/TE p. 300</li> </ul> <p><b>Read Connected Text</b> 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"> <li>Unit 1, Lesson 2, SE/TE p. 22</li> <li>Unit 3, Lesson 17, SE/TE p. 176</li> <li>Unit 6, Lesson 29, SE/TE p. 302</li> </ul> <p><b>Word Building</b> Syllable Building Make words with the syllable cards on page 320. Write the words on the lines provided.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 24</li> <li>Unit 3, Lesson 17, SE/TE p. 178</li> <li>Unit 6, Lesson 29, SE/TE p. 304</li> </ul> <p><b>Writing Extension</b> Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 27</li> <li>Unit 3, Lesson 17, SE/TE p. 181</li> <li>Unit 6, Lesson 29, SE/TE p. 307</li> </ul> <p><b>TEACHER'S EDITION</b> <b>High-Frequency Words</b> Extend Prompt children to expand on one sentence by adding descriptive details or by combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 21</li> <li>Unit 3, Lesson 17, SE/TE p. 175</li> <li>Unit 6, Lesson 29, SE/TE p. 301</li> </ul> <p>Use in Context Children complete each sentence using one of the high-frequency words listed above.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 23</li> <li>Unit 3, Lesson 17, TE p. 177</li> <li>Unit 6, Lesson 29, TE p. 303</li> </ul> <p><b>Teacher Table: Intervention</b> Guided Spelling/Dictation Children write teacher-dictated words and phrases.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 24</li> <li>Unit 3, Lesson 17, TE p. 178</li> <li>Unit 6, Lesson 29, TE p. 304</li> </ul>
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