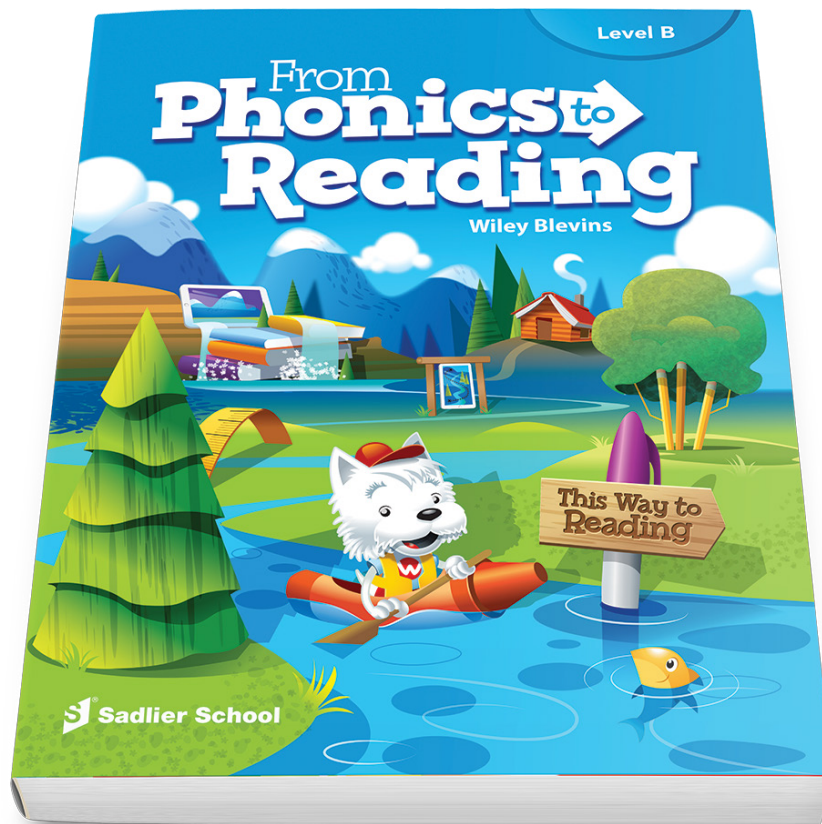


From Phonics to Reading

Correlation to the Wisconsin Standards for
English Language Arts

Grade 2



Contents

Reading Foundational Skills	
Phonological Awareness.....	2
Phonics and Word Recognition.....	3
Fluency.....	14

STRAND: READING FOUNDATIONAL SKILLS

Phonological Awareness - Grade 2

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Word Building: Make New Words: Short Vowels Student Edition & Teacher’s Edition: Unit 1, Lesson 1, SE/TE p. 14 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Word Building: Make New Words: I-Blends, r-Blends, s-Blends Student Edition & Teacher’s Edition: Unit 1, Lesson 4, SE/TE p. 44 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 44</p> <p>Word Building: Make New Words: Consonant Digraphs Student Edition & Teacher’s Edition: Unit 2, Lesson 9, SE/TE p. 96 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 96</p> <p>Word Building: Make New Words: Long a Student Edition & Teacher’s Edition: Unit 3, Lesson 10, SE/TE p. 108 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p>Word Building: Make New Words: Long e Student Edition & Teacher’s Edition: Unit 3, Lesson 12, SE/TE p. 128 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p>Word Building: Make New Words: Long i Student Edition & Teacher’s Edition: Unit 3, Lesson 14, SE/TE p. 148 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 148</p> <p>Word Building: Make New Words: Long o Student Edition & Teacher’s Edition: Unit 3, Lesson 15, SE/TE p. 158 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p>Word Building: Make New Words: Long u Student Edition & Teacher’s Edition: Unit 3, Lesson 16, SE/TE p. 168 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 168</p> <p>Word Building: Make New Words: Short oo and Long oo Student Edition & Teacher’s Edition: Unit 5, Lesson 24, SE/TE p. 252 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 252</p> <p>Phonological Awareness: Add Initial and Final Sounds SadlierConnect.com, Level B, Differentiation Supports, Targeted Support, Phonemic Awareness Additional Skill Work, Lesson 19, pp. 31–32</p> <p>Phonological Awareness: Delete Initial and Final Sounds SadlierConnect.com, Level B, Differentiation Supports, Targeted Support, Phonemic Awareness Additional Skill Work, Lesson 20, pp. 32–33 & Lesson 23, pp. 37–38</p> <p style="text-align: right;"><i>continued</i></p>

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

STRAND: READING FOUNDATIONAL SKILLS

Phonological Awareness - Grade 2

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Phonological Awareness: Substitute Initial, Medial, and Final Sounds SadlierConnect.com, Level B, Differentiation Supports, Targeted Support, Phonemic Awareness Additional Skill Work, Lesson 21, pp. 34–35 & Lesson 26, pp. 42–43</p>

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Short Vowels Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 9 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 9</p> <p>Introduction: Long a Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 103 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 103</p> <p>Introduction: Long e Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 123 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 123</p> <p>Introduction: Long i Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 143 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 143</p> <p>Introduction: Long o Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 153 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 153</p> <p>Introduction: Long u Student Edition & Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 163</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 163</p> <p>Introduction: Short oo and Long oo Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 247</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 247</p> <hr/> <p>Build Fluency: Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)</p> <p>Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 11 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 11-12</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 105 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 105-106</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125-126</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 145 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE pp. 145-146</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155-156</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 165 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE pp. 165-166</p> <p>Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 249 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE pp. 249-250</p> <hr/> <p>Read Connected Text: Interact with the Text (underline words with short or long vowel spellings)</p> <p>Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 12 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 146 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 146</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p>Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p> <hr/> <p>Word Sort: Sort It Out: Closed Sort (sort words according to short or long vowel spelling)</p> <p>Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 13 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 107 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 147 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 148</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 157 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 167 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 168</p> <p>Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 251 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 252</p> <hr/> <p>Independent/Partner Work: Sort Words (repeat the closed sort activity)</p> <p>Teacher’s Edition, Unit 1, Lesson 1, TE p. 17 Teacher’s Edition, Unit 3, Lesson 10, TE p. 111</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher’s Edition, Unit 3, Lesson 12, TE p. 131 Teacher’s Edition, Unit 3, Lesson 14, TE p. 151 Teacher’s Edition, Unit 3, Lesson 15, TE p. 161 Teacher’s Edition, Unit 3, Lesson 16, TE p. 171 Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Introduction: Vowel Team Syllables Student Edition & Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 133 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 133 Student Edition & Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 287 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 287</p> <p>Build Fluency: Speed Drill (underline and pronounce the vowel team syllable in each word) Student Edition & Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 135 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 135–136 Student Edition & Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 289 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE pp. 289–290</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Short Vowels (hat, tennis, upset) Student Edition & Teacher’s Edition: Unit 1, Lesson 1, SE/TE p. 9 Introduce Sound-Spelling: Short Vowels Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 9</p> <p>Introduction: Closed Syllables (nap, button) Student Edition & Teacher’s Edition: Unit 1, Lesson 2, SE/TE p. 19 Introduce Spelling Pattern: Closed Syllables Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 19</p> <p>Introduction: Consonant Digraphs (wh, ph, ng, nk) (when, phone, singer, thankful) Student Edition & Teacher’s Edition: Unit 2, Lesson 9, SE/TE p. 91 Introduce Sound-Spelling: Consonant Digraphs (wh, ph, ng, nk) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 91</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Review Syllable Types (silent, turkey, publishing) Student Edition & Teacher’s Edition: Unit 6, Lesson 29, SE/TE p. 299 Introduce Spelling Pattern: Review Syllable Types Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 299</p> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition: Unit 1, Lesson 1, SE/TE p. 11 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 11-12 Student Edition & Teacher’s Edition: Unit 1, Lesson 2, SE/TE p. 21 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE pp. 21-22 Student Edition & Teacher’s Edition: Unit 2, Lesson 9, SE/TE p. 93 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE pp. 93-94 Student Edition & Teacher’s Edition: Unit 6, Lesson 29, SE/TE p. 301 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE pp. 301-302</p> <p>Read Connected Text: “Ben’s Tips for Good Health” Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 12 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p>Read Connected Text: “The Joke Book” Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 22 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 22</p> <p>Read Connected Text: “Whale Watching” Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 94 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 94</p> <p>Read Connected Text: “Dear Uncle Robert” Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 302 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 302</p> <p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 13 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 13-14 Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 23 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE pp. 23-24 Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 95 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE pp. 95-96 Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 303 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE pp. 303-304</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Sound-Spelling/Blending: Cumulative Quick Check (use cards labeled with sound-spellings for this week’s phonics skill) Teacher’s Edition, Unit 1, Lesson 1, TE p. 13 Teacher’s Edition, Unit 1, Lesson 2, TE p. 23 Teacher’s Edition, Unit 2, Lesson 9, TE p. 95 Teacher’s Edition, Unit 6, Lesson 29, TE p. 303</p> <p>Independent/Partner Work: Spell Words Teacher’s Edition, Unit 1, Lesson 1, TE p. 13 Teacher’s Edition, Unit 1, Lesson 2, TE p. 23 Teacher’s Edition, Unit 2, Lesson 9, TE p. 95 Teacher’s Edition, Unit 6, Lesson 29, TE p. 303</p> <p>Word Building: Make New Words Student Edition & Teacher’s Edition: Unit 1, Lesson 1, SE/TE p. 14 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14 Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 96 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 96</p> <p>Word Building: Syllable Building Student Edition & Teacher’s Edition: Unit 1, Lesson 2, SE/TE p. 24 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 24 Student Edition & Teacher’s Edition: Unit 6, Lesson 29, SE/TE p. 301 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 304</p> <p>Teacher Table Intervention: Guided Spelling/Dictation Teacher’s Edition, Unit 1, Lesson 1, TE p. 14 Teacher’s Edition, Unit 1, Lesson 2, TE p. 24 Teacher’s Edition, Unit 2, Lesson 9, TE p. 96 Teacher’s Edition, Unit 6, Lesson 29, TE p. 304</p> <p>Read Connected Text: Decodable Passage: “The Big Log” Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 15 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 15–16</p> <p>Read Connected Text: Decodable Passage: “A Nutty Picnic” Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 25 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE pp. 25–26</p> <p>Read Connected Text: Decodable Passage: “A Year of Seasons” Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 97 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE pp. 97–98</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Decodable Passage: “Robots” Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 305 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE pp. 305–306</p> <p>Teacher Table Intervention: Word Building (focus on syllable types and their spelling patterns) Teacher’s Edition, Unit 1, Lesson 1, TE p. 14 Teacher’s Edition, Unit 1, Lesson 2, TE p. 24 Teacher’s Edition, Unit 2, Lesson 9, TE p. 96 Teacher’s Edition, Unit 6, Lesson 29, TE p. 304</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p>Word Study/Morphology: “Reading Big Words” Strategy Student Edition & Teacher’s Edition: Unit 1, Lesson 2, SE/TE p. 26 Word Study/Morphology: “Reading Big Words” Strategy Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 26</p> <p>Word Study/Morphology: Prefixes (un-, re-, dis-) Student Edition & Teacher’s Edition: Unit 3, Lesson 16, SE/TE p. 170 Word Study/Morphology: Prefixes (un-, re-, dis-) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 170</p> <p>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly) Student Edition & Teacher’s Edition: Unit 5, Lesson 24, SE/TE p. 254 Word Study/Morphology: Suffixes (-ful, -less, -y, -ly) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 254</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: “Reading Big Words” Strategy Teacher’s Edition, Unit 1, Lesson 2, TE p. 27</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Prefixes (un-, re-, dis-) Teacher’s Edition, Unit 3, Lesson 16, TE p. 171</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Suffixes (-ful, -less, -y, -ly) Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p> <p>End-of-Book Resources: “Reading Big Words” Strategy (look for prefixes and suffixes) Teacher’s Edition, TE p. T332</p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Introduction: Long a Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 103 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 103</p> <p>Introduction: Long e Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 123 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 123</p> <p>Introduction: Long o Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 153 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 153</p> <p>Learning Center: Word Sort Teacher’s Edition: Unit 3, Lesson 10, TE p. 104</p> <p>Learning Center: Spin and Spell Teacher’s Edition: Unit 3, Lesson 12, TE p. 124</p> <p>Learning Center: Spelling Patterns Teacher’s Edition: Unit 3, Lesson 15, TE p. 154</p> <p>Build Fluency: Speed Drill (underline long vowel spellings/read regularly spelled one-syllable and two-syllable words) Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 105 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 105–106</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p>Read Connected Text: “Hay Bale Maze” Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p style="text-align: right;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Buying as a Beaver” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p>Read Connected Text: “Scarecrow Joe” Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <hr/> <p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 107 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 107–108</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 127–128</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 157 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 157–158</p> <hr/> <p>Word Building: Make New Words Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 108 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 128 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p>Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 158 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <hr/> <p>Independent/Partner Work: Spell Words Teacher’s Edition, Unit 3, Lesson 10, TE p. 107 Teacher’s Edition, Unit 3, Lesson 12, TE p. 127 Teacher’s Edition, Unit 3, Lesson 15, TE p. 157</p> <hr/> <p>Teacher Table Intervention: Guided Spelling/Dictation Teacher’s Edition, Unit 3, Lesson 10, TE p. 108 Teacher’s Edition, Unit 3, Lesson 12, TE p. 128 Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p style="text-align: center;"><i>continued</i></p>

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

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Nate, Don’t Be Late!” Student Edition & Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 109</p> <p>Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 109–110</p> <p>Read Connected Text: “A Piece of Cheese” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 129</p> <p>Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 129–130</p> <p>Read Connected Text: “A Show on the Road” Student Edition & Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 159</p> <p>Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 159–160</p>
<p>◦ Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).</p> <p style="text-align: center;"><i>continued</i></p>	<p>Word Study/Morphology: Inflectional Endings (drop e) Student Edition & Teacher’s Edition: Unit 2, Lesson 7, SE/TE p. 78 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 78</p> <p>Word Study/Morphology: Inflectional Endings with Spelling Changes Student Edition & Teacher’s Edition: Unit 4, Lesson 23, SE/TE p. 242 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE p. 242</p> <p>Word Study/Morphology: More Inflectional Endings with Spelling Changes Student Edition & Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 294 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 294</p> <hr/> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Inflectional Endings (drop e) Teacher’s Edition: Unit 2, Lesson 7, TE p. 79</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Inflectional Endings with Spelling Changes Teacher’s Edition: Unit 4, Lesson 23, TE p. 243</p> <p style="text-align: center;"><i>continued</i></p>

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

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). 	<p style="text-align: center;"><i>continued</i></p> <p>Sound-Spelling/Word Study/Morphology Word Study/Morphology: More Inflectional Endings with Spelling Changes Teacher’s Edition: Unit 5, Lesson 28, TE p. 295</p>
<ul style="list-style-type: none"> Know when to double the final consonant when adding a suffix. -ing, -ed 	<p>Word Study/Morphology: Inflectional Endings (double final consonant) Student Edition & Teacher’s Edition: Unit 3, Lesson 11, SE/TE p. 120 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 120</p> <p>Word Study/Morphology: Inflectional Endings with Spelling Changes Student Edition & Teacher’s Edition: Unit 4, Lesson 23, SE/TE p. 242 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE p. 242</p> <p>Word Study/Morphology: More Inflectional Endings with Spelling Changes Student Edition & Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 294 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 294</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Inflectional Endings (double final consonant) Teacher’s Edition: Unit 3, Lesson 11, TE p. 121</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: Inflectional Endings with Spelling Changes Teacher’s Edition: Unit 4, Lesson 23, TE p. 243</p> <p>Sound-Spelling and Word Study/Morphology Word Study/Morphology: More Inflectional Endings with Spelling Changes Teacher’s Edition: Unit 5, Lesson 28, TE p. 295</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>High-Frequency Words: Read-Spell-Write Student Edition & Teacher’s Edition: Unit 2, Lesson 7, SE/TE p. 72 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 72</p> <p>Student Edition & Teacher’s Edition: Unit 3, Lesson 13, SE/TE p. 134 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 134</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Phonics and Word Recognition – Grade 2

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition & Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 288 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 288</p> <p>High-Frequency Words: Review/Extend Teacher’s Edition: Unit 2, Lesson 7, TE p. 73 Teacher’s Edition: Unit 3, Lesson 13, SE/TE p. 135 Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 289</p> <p>High-Frequency Words: Review Teacher’s Edition: Unit 2, Lesson 7, TE pp. 75, 79 Teacher’s Edition: Unit 3, Lesson 13, TE pp. 137, 141 Teacher’s Edition: Unit 5, Lesson 28, TE pp. 291, 295</p>

Fluency – Grade 2

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Read Connected Text: “Yarn from Sheep’s Wool” Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 84 Read Connected Text: Connected Text/Interact with Text Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p>Read Connected Text: “A Laughing Game” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198 Read Connected Text: Connected Text/Interact with Text Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p>Read Connected Text: “Toy Drive!” Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270 Read Connected Text: Connected Text/Interact with Text Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <p>Read Connected Text: “A Horse’s Tail” Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 87 Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p>Read Connected Text: “Escape from Danger” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201 Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201–202</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Fluency – Grade 2

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “The Compost Heap” Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 273</p> <p>Read Connected Text: Decodable Passage Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p> <hr/> <p>Decodable Text: “How to Care for a Chick” SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p>“How to Care for a Chick” Lesson Plan After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Decodable Text Lesson Plan, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p>Decodable Text: “Ask Nurse Kitty” SadlierConnect.com, Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr/</p> <p>“Ask Nurse Kitty” Lesson Plan After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18-23, Decodable Text Lesson Plan, Lesson 19: r-Controlled /ûr/</p> <p>Decodable Text: “Poison Ivy” SadlierConnect.com, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/</p> <p>“Poison Ivy” Lesson Plan After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Decodable Text Lesson Plan, Lesson 26: Diphthong /oi/</p>
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Read Connected Text: “Yarn from Sheep’s Wool” Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 84</p> <p>Read Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p>Read Connected Text: “A Laughing Game” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p>Read Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 198</p> <p style="text-align: center;"><i>continued</i></p>

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

STRAND: READING FOUNDATIONAL SKILLS

Fluency – Grade 2

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Toy Drive!” Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270 Read Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p>Independent/Partner Work: Reread Connected Text and Write (reread text with partners) Teacher’s Edition, Unit 2, Lesson 8, TE p. 84 Teacher’s Edition, Unit 4, Lesson 19, TE p. 198 Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p>Independent/Partner Work: Build Fluency (reread decodable passages with partners) Teacher’s Edition, Unit 2, Lesson 8, TE p. 85 Teacher’s Edition, Unit 4, Lesson 19, TE p. 199 Teacher’s Edition, Unit 5, Lesson 26, TE p. 271</p> <hr/> <p>Read Connected Text: “A Horse’s Tail” Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 87 Read Connected Text: Decodable Passage (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p>Read Connected Text: “Escape from Danger” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201 Read Connected Text: Decodable Passage (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p>Read Connected Text: “The Compost Heap” Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE p. 201 Read Connected Text: Decodable Passage (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p> <hr/> <p>Home-School Connection: Build Fluency (have children frequently reread decodable passages) Teacher’s Edition, Unit 2, Lesson 8, TE p. 87</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING FOUNDATIONAL SKILLS

Fluency – Grade 2

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher’s Edition, Unit 4, Lesson 19, TE p. 201 Teacher’s Edition, Unit 5, Lesson 26, TE p. 273</p> <hr/> <p>Independent/Partner Work: Build Fluency (reread previous stories) Teacher’s Edition, Unit 2, Lesson 8, TE p. 89 Teacher’s Edition, Unit 4, Lesson 19, TE p. 203 Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <hr/> <p>Decodable Text: “How to Care for a Chick” SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th) “How to Care for a Chick” Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Decodable Text Lesson Plan, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p>Decodable Text: “Ask Nurse Kitty” SadlierConnect.com, Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr/ “Ask Nurse Kitty” Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18-23, Decodable Text Lesson Plan, Lesson 19: r-Controlled /ûr/</p> <p>Decodable Text: “Poison Ivy” SadlierConnect.com, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/ “Poison Ivy” Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Decodable Text Lesson Plan, Lesson 26: Diphthong /oi/</p> <hr/> <p>Teacher’s Guide to Fluency Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level B, Differentiation Supports, Additional Routines</p>

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

STRAND: READING FOUNDATIONAL SKILLS

Fluency – Grade 2

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Introduction: Consonant Digraphs Reading in Context (context sentences) Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 81 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 81</p> <p>Introduction: r-Controlled Vowel /ûr/ Reading in Context (context sentences) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 195 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 195</p> <p>Introduction: Diphthong /oi/ Reading in Context (context sentences) Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 267 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 267</p>
	<p>Read Connected Text: “Yarn from Sheep’s Wool” (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p>Read Connected Text: “A Laughing Game” (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p>Read Connected Text: “Toy Drive!” (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p>
	<p>Read Connected Text: “A Horse’s Tail” Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87-88</p> <p>Read Connected Text: “Escape from Danger” Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201- 202</p> <p>Read Connected Text: “The Compost Heap” Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273-274</p>