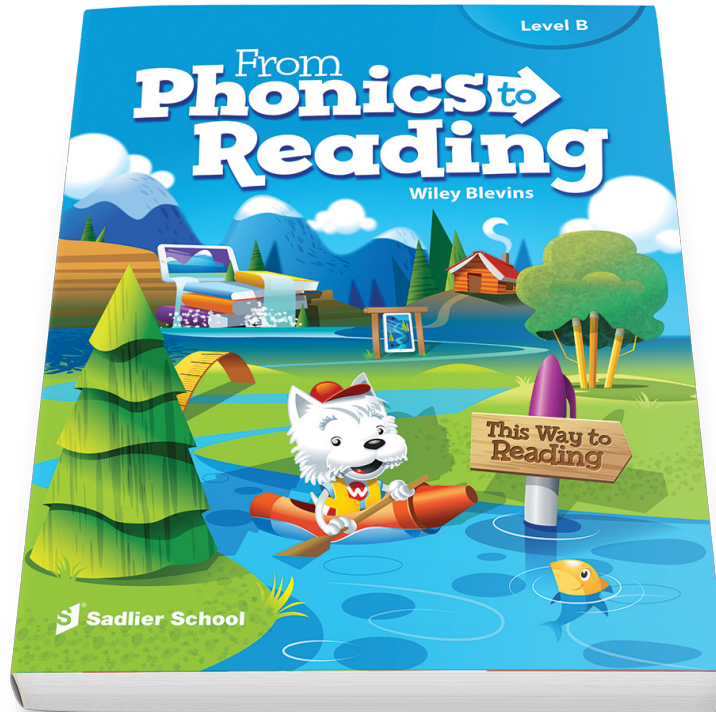


From Phonics to Reading

Correlation to the ELA Missouri Learning Standards:
Grade-Level Expectations

Grade 2



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READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>2.RF.1.A.a Develop print awareness in the reading process by:</p> <p>a. understanding that sentences are organized into paragraphs to convey meaning</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text (paragraph models)</p> <p>“Off on a Trip”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 42 <p>“Block Party!”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 <p>“Lion and Mouse”</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 176 <p>“At the Stable”</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE p. 179/TE pp. 179–180 <p>“Mission to Mars”</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 312 <p>“Creature Features”</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE p. 315/TE pp. 315–316

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>2.RF.3.A.a Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><i>Single Letters</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 10 Target Skill: Long a (a, ai, a_e, ay, ea, igh)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 103 <p>Read Connected Text</p> <p>“Hay Bale Maze”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 106 <p>“Nate, Don’t Be Late!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE p. 109/TE pp. 109–110 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Rail Trails”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 10, p. 21 <p style="text-align: right;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.a Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Long Vowels</p> <p style="text-align: center;">Long a</p> <p>LEVEL B “Nate, Don’t Be Late!” “Rail Trails”</p> <hr/> <p style="text-align: center;">Consonant Blends</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS <i>Lesson 4 Target Skill: l-Blends, r-Blends, s-Blends</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 39 <p>Read Connected Text “Off on a Trip”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 42 <p>“Block Party!”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i> “Little Bug”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 4, pp. 15–16 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Blends</p> <p style="text-align: center;">s-Blends</p> <p>LEVEL B “Block Party!” “Drip, Drop”</p> <hr/> <p style="text-align: center;">Consonant Digraphs</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Lesson 9 Target Skill: Consonant Digraphs (wh, ph, ng, nk)</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 91 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.a Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text</p> <p>“Whale Watching”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 94 <p>“A Year of Seasons”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE p. 97/TE pp. 97–98 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Humpback Whales”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 9, p. 19 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Consonant Digraphs</p> <p style="text-align: right;"><i>wh, ph, ng, nk</i></p> <p>LEVEL B</p> <p>“A Year of Seasons”</p> <p>“Humpback Whales”</p> <p style="text-align: center;">Vowel Teams</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 13 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 133 <p>Read Connected Text</p> <p>“Breakfast Time”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 136 <p>“Fireboats”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE p. 139/TE pp. 139–140 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“By the Seacoast”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 13, p. 27 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.a Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs 	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Syllable Types <i>Vowel Team Syllables</i></p> <p>LEVEL B “The Mural” “Hot Air Balloons”</p> <hr/> <p style="text-align: center;"><i>Diphthongs</i></p> <p>STUDENT EDITION/TEACHER’S EDITION UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 26 Target Skill: Diphthong /oi/ (oi, oy)</i> Introduction: Learn and Blend/Blend It • Unit 5, Lesson 26, SE/TE p. 267</p> <p>Read Connected Text “Toy Drive!” • Unit 5, Lesson 26, SE/TE p. 270 “The Compost Heap” • Unit 5, Lesson 26, SE p. 273/TE pp. 273–274</p> <p>FLUENCY BOOSTER PRACTICE BOOK <i>Decodable Texts</i> “Poison Ivy” • Fluency Booster Practice Book, Lesson 26, p. 53</p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Complex Vowels and Diphthongs <i>Diphthong oi</i></p> <p>LEVEL B “The Compost Heap” “Poison Ivy”</p>
<p>2.RF.3.A.b Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> b. distinguishing long and short vowels when reading regularly spelled one-syllable words <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It (review short or long vowels/decode regularly spelled one-syllable words) • Unit 1, Lesson 1, SE/TE p. 9 • Unit 3, Lesson 10, SE/TE p. 103 • Unit 3, Lesson 12, SE/TE p. 123</p> <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.b Develop phonics in the reading process by:</p> <p style="padding-left: 40px;">b. distinguishing long and short vowels when reading regularly spelled one-syllable words</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 14, SE/TE p. 143 • Unit 3, Lesson 16, SE/TE p. 163 • Unit 5, Lesson 24, SE/TE p. 247 <p>Build Fluency</p> <p>Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 11 • Unit 3, Lesson 10, SE/TE p. 105 • Unit 3, Lesson 12, SE/TE p. 125 • Unit 3, Lesson 14, SE/TE p. 145 • Unit 3, Lesson 16, SE/TE p. 165 • Unit 5, Lesson 24, SE/TE p. 249 <p>Read Connected Text</p> <p>Interact with the Text (mark text/circle regularly spelled one-syllable words with short or long vowel spellings)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 12 • Unit 3, Lesson 10, SE/TE p. 106 • Unit 3, Lesson 12, SE/TE p. 126 • Unit 3, Lesson 14, SE/TE p. 146 • Unit 3, Lesson 16, SE/TE p. 166 • Unit 5, Lesson 24, SE/TE p. 250 <p style="background-color: #4a4a8a; color: white; padding: 2px; text-align: center;">INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Sound Wall</i></p> <p>Vowel Valley Articulation Videos & Vowel Sound Cards</p> <p>Sound Wall Lesson Template Step One: Introduce Sound Card Step Two: Focus on Articulation Step Three: Connect to Letter/Spellings Step Four: Connect to Sound-Spelling Card</p>
<p>2.RF.3.A.c Develop phonics in the reading process by:</p> <p style="padding-left: 40px;">c. decoding regularly spelled two-syllable words with long vowels</p> <p style="text-align: center;"><i>continued</i></p>	<p style="background-color: #003366; color: white; padding: 2px; text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p style="font-size: small; text-align: center;">UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 10 Target Skill: Long a (a, ai, a_e, ay, ea, igh)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, SE/TE p. 103 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> • Unit 3, Lesson 10, SE/TE p. 105 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.c Develop phonics in the reading process by:</p> <p style="padding-left: 20px;">c. decoding 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>Read Connected Text “Hay Bale Maze” • Unit 3, Lesson 10, SE/TE p. 106 “Nate, Don’t Be Late!” • Unit 3, Lesson 10, SE p. 109/TE pp. 109–110</p> <p>Cumulative Assessment: Fluency Check • Unit 3, Lesson 10, SE/TE p. 112</p> <p><i>Lesson 12 Target Skill: Long e (e, e_e, ee, ea, y, ey, ie, ei)</i></p> <p>Introduction: Learn and Blend/Blend It • Unit 3, Lesson 12, SE/TE p. 123</p> <p>Build Fluency: Speed Drill • Unit 3, Lesson 12, SE/TE p. 125</p> <p>Read Connected Text “Buying as a Beaver” • Unit 3, Lesson 12, SE/TE p. 126 “A Piece of Cheese” • Unit 3, Lesson 12, SE p. 129/TE pp. 129–130</p> <p>Cumulative Assessment: Fluency Check • Unit 3, Lesson 12, SE/TE p. 132</p> <p><i>Lesson 14 Target Skill: Long i (i, i_e, igh, y, ie)</i></p> <p>Introduction: Learn and Blend/Blend It • Unit 3, Lesson 14, SE/TE p. 143</p> <p>Build Fluency: Speed Drill • Unit 3, Lesson 14, SE/TE p. 145</p> <p>Read Connected Text “A Ride into the Wild” • Unit 3, Lesson 14, SE/TE p. 146 “How to Make Mud Pies” • Unit 3, Lesson 14, SE p. 149/TE pp. 149–150</p> <p>Cumulative Assessment: Fluency Check • Unit 3, Lesson 14, SE/TE p. 152</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Rail Trails” • Fluency Booster Practice Book, Lesson 10, p. 21</p> <p>“Lucky” • Fluency Booster Practice Book, Lesson 12, p. 25</p> <p>“Butterfly House” • Fluency Booster Practice Book, Lesson 14, p. 29</p> <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.c Develop phonics in the reading process by: c. decoding regularly spelled two-syllable words with long vowels</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Long Vowels</p> <p style="text-align: center;"><i>Long a (a, ai, ay, a_e, ea, igh)</i></p> <p>LEVEL B “Nate, Don’t Be Late!” “Rail Trails”</p> <p style="text-align: center;"><i>Long e (e, e_e, ee, ea, y, ey, ie, ei)</i></p> <p>LEVEL B “A Piece of Cheese” “Lucky”</p> <p style="text-align: center;"><i>Long i (i, i_e, igh, y, ie)</i></p> <p>LEVEL B “How to Make Mud Pies” “Butterfly House”</p>
<p>2.RF.3.A.d Develop phonics in the reading process by: d. decoding words with vowel diphthongs</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 25 Target Skill: Diphthong /ou/ (ou, ow)</i> Introduction: Learn and Blend/Blend It • Unit 5, Lesson 25, SE/TE p. 257</p> <p>Build Fluency: Speed Drill • Unit 5, Lesson 25, SE/TE p. 259</p> <p>Read Connected Text “Around We Go” • Unit 5, Lesson 25, SE/TE p. 260 “How to Make Lemonade” • Unit 5, Lesson 25, SE p. 263/TE pp. 263–264</p> <p>Cumulative Assessment: Fluency Check • Unit 5, Lesson 25, SE/TE p. 266 <i>Lesson 26 Target Skill: Diphthong /oi/ (oi, oy)</i> Introduction: Learn and Blend/Blend It • Unit 5, Lesson 26, SE/TE p. 267</p> <p>Build Fluency: Speed Drill • Unit 5, Lesson 26, SE/TE p. 269</p> <p>Read Connected Text “Toy Drive!” • Unit 5, Lesson 26, SE/TE p. 270</p> <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.d Develop phonics in the reading process by: d. decoding words with vowel diphthongs</p>	<p style="text-align: center;"><i>continued</i></p> <p>“The Compost Heap” • Unit 5, Lesson 26, SE p. 273/TE pp. 273–274</p> <p>Cumulative Assessment: Fluency Check • Unit 5, Lesson 26, SE/TE p. 276</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Let’s Go Owling” • Fluency Booster Practice Book, Lesson 25, p. 51</p> <p>“Poison Ivy” • Fluency Booster Practice Book, Lesson 26, p. 53</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Complex Vowels and Diphthongs</p> <p style="text-align: right;"><i>Diphthong ou</i></p> <p>LEVEL B</p> <p>“How to Make Lemonade” “Lets Go Owling”</p> <p style="text-align: right;"><i>Diphthong oi</i></p> <p>LEVEL B</p> <p>“The Compost Heap” “Poison Ivy”</p>
<p>2.RF.3.A.e Develop phonics in the reading process by: e. decoding words with vowel digraphs</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 13 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ej)</i></p> <p>Introduction: Learn and Blend/Blend It • Unit 3, Lesson 13, SE/TE p. 133</p> <p>Build Fluency: Speed Drill • Unit 3, Lesson 13, SE/TE p. 135</p> <p>Read Connected Text</p> <p>“Breakfast Time” • Unit 3, Lesson 13, SE/TE p. 136</p> <p>“Fireboats” • Unit 3, Lesson 13, SE p. 139/TE pp. 139–140</p> <p>Cumulative Assessment: Fluency Check • Unit 3, Lesson 13, SE/TE p. 142</p> <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.e Develop phonics in the reading process by: e. decoding words with vowel digraphs</p>	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 28 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i> Introduction: Learn and Blend/Blend It • Unit 5, Lesson 28, SE/TE p. 287 Build Fluency: Speed Drill • Unit 5, Lesson 28, SE/TE p. 289 Read Connected Text “The Dog Wash” • Unit 5, Lesson 28, SE/TE p. 290 “The Mural” • Unit 5, Lesson 28, SE p. 293/TE pp. 293–294 Cumulative Assessment: Fluency Check • Unit 5, Lesson 28, SE/TE p. 296</p> <p>FLUENCY BOOSTER PRACTICE BOOK <i>Decodable Texts</i> “By the Seacoast” • Fluency Booster Practice Book, Lesson 13, p. 27 “Hot Air Balloons” • Fluency Booster Practice Book, Lesson 28, p. 57</p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Syllable Types <i>Vowel Team Syllables</i> LEVEL B “The Mural” “Hot Air Balloons” LEVEL C “Cow? Doe? Goat? Guess!” “Noisy Monkeys”</p>
<p>2.RF.3.A.f Develop phonics in the reading process by: f. reading words with common prefixes and suffixes</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Word Study/Morphology Suffixes (-y, -ly) • Unit 3, Lesson 14, SE/TE p. 150 Prefixes (un-, re-, dis-) • Unit 3, Lesson 16, SE/TE p. 170 Suffixes (-ful, -less) • Unit 4, Lesson 19, SE/TE p. 202</p> <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.f Develop phonics in the reading process by: f. reading words with common prefixes and suffixes</p>	<p style="text-align: center;"><i>continued</i></p> <p>Suffixes (-ful, -less, -y, -ly) • Unit 5, Lesson 24, SE/TE p. 254 Prefixes (un-, re-, dis-, pre-, mis-) • Unit 5, Lesson 26, SE/TE p. 274</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Word Study Skills <i>Prefixes dis-, un-, pre-, re-</i></p> <p>LEVEL C “Packing for a Trip” “Crow and the Pitcher” <i>Prefixes im-, in-, non-</i></p> <p>LEVEL C “The Unbelievable Woolly Bear!” “Inventions” <i>Suffixes -er, -or</i></p> <p>LEVEL C “What Will I Be?” “The Class Play” <i>Suffixes -ful, -less, -y, -ly</i></p> <p>LEVEL C “Join Our Walking School Bus!” “The International Space Station”</p>
<p>2.RF.3.A.g Develop phonics in the reading process by: g. using contractions</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Study/Morphology Contractions • Unit 3, Lesson 10, SE/TE p. 110</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Word Study Skills Contractions LEVEL C “It’s Show Time!” “Sun and Wind”</p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>2.RF.3.A.h Develop phonics in the reading process by: h. using common syllable patterns to decode words including r-controlled vowels</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 18 Target Skill: r-Controlled Vowel /är/ (ar)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 185 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 187 <p>Read Connected Text</p> <p>“Star Party”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 188 <p>“Sparky”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE p. 191/TE pp. 191-192 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 194 <p><i>Lesson 19 Target Skill: r-Controlled Vowel /ûr/ (er, ir, ur)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 195 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 197 <p>Read Connected Text</p> <p>“A Laughing Game”</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 198 <p>“Escape from Danger”</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE p. 201/TE pp. 201-202 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 204 <p><i>Lesson 20 Target Skill: r-Controlled Vowel /ôr/ (or, ore, oar)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 205 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 207 <p>Read Connected Text</p> <p>“Florida Trip”</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 208 <p>“A Roar at the Door!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE p. 211/TE pp. 211-212 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, SE/TE p. 214 <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.h Develop phonics in the reading process by: h. using common syllable patterns to decode words including r-controlled vowels</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Lesson 21 Target Skill: r-Controlled Vowel /âr/ (are, air, ear)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 215 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 217 <p>Read Connected Text</p> <p>“Start a Book Club”</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 218 <p>“Bears”</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE p. 221/TE pp. 221-222 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 224 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“A Jar Garden”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 18, p. 37 <p>“Ask Nurse Kitty”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 19, p. 39 <p>“Rory’s Reply”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 20, p. 41 <p>“The Lost Glasses”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 21, p. 43 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Syllable Types</p> <p style="text-align: right;"><i>r-Controlled Syllables</i></p> <p>LEVEL B</p> <p>“The Dairy Farm”</p> <p>“The Monster Turnip”</p> <p>LEVEL C</p> <p>“Dependable Dogs”</p> <p>“Garden Spiders”</p>
<p>2.RF.3.A.i Develop phonics in the reading process by: i. reading irregularly spelled high-frequency words</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <p>Read-Spell-Write/Use in Context</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 50 Unit 3, Lesson 11, SE/TE p. 114 Unit 5, Lesson 25, SE/TE p. 258 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.i Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> i. reading irregularly spelled high-frequency words 	<p style="text-align: center;"><i>continued</i></p> <p>Review/Extend</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 51 • Unit 2, Lesson 11, TE p. 115 • Unit 5, Lesson 25, TE p. 259 <p>Review/Use in Context</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 53 • Unit 2, Lesson 11, TE p. 117 • Unit 5, Lesson 25, TE p. 261 <p>Review</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 57 • Unit 2, Lesson 11, TE p. 121 • Unit 5, Lesson 25, TE p. 265 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>High-Frequency Words High-Frequency Word List: Level B Irregular High-Frequency Words</p> <p><i>Assessment</i></p> <p>High-Frequency Words Level B, Part 1 Level B, Part 2</p> <ul style="list-style-type: none"> • Benchmark (Interactive) <p>High-Frequency Word Assessments</p> <ul style="list-style-type: none"> • Benchmark (PDF) <p><i>Differentiation Supports</i></p> <p>Teacher’s Guide to High-Frequency Words</p> <ul style="list-style-type: none"> • Additional Routines
<p>2.RF.3.A.j Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> j. demonstrating decoding skills when reading new words in a text <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 5 Target Skill: Final Blends (ct, ft, lk, lp, lt, mp, nd, nt, pt, sk, sp, st)</i></p> <p>Read Connected Text</p> <p>“Want More Riddles?”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE/TE p. 52 <p>“Dear Grandma”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE p. 55/TE pp. 55–56 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3.A.j Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> j. demonstrating decoding skills when reading new words in a text 	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 15 Target Skill: Long o (oa, ow, o_e, oe, o)</i></p> <p>Read Connected Text</p> <p>“Scarecrow Joe”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 15, SE/TE p. 156 <p>“A Show on the Road”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 15, SE p. 159/TE pp. 159–160 <p>UNIT 6 SYLLABLE TYPES REVIEW <i>Lesson 29 Target Skill: Review Syllable Types</i></p> <p>Read Connected Text</p> <p>“Dear Uncle Robert”</p> <ul style="list-style-type: none"> • Unit 6, Lesson 29, SE/TE p. 302 <p>“Robots”</p> <ul style="list-style-type: none"> • Unit 6, Lesson 29, SE p. 305/TE pp. 305–306 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Our Best Riddles”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 5, p. 11 <p>“Goats That Mow”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 15, p. 31 <p>“Comic Strips”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, Lesson 29, p. 59 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Blends</p> <p style="text-align: right;"><i>Final Blends</i></p> <p>LEVEL B</p> <p>“Drip, Drop”</p> <p>“Dear Grandma”</p> <p>Long Vowels</p> <p style="text-align: right;"><i>Long o (oa, ow, o-e, oe, o)</i></p> <p>LEVEL B</p> <p>“A Show on the Road”</p> <p>“Goats That Mow”</p> <p>Syllable Types</p> <p style="text-align: right;"><i>Syllable Type Review</i></p> <p>LEVEL B</p> <p>“Robots”</p> <p>“Comic Strips”</p>

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READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Read Connected Text (chorally read decodable passages to build oral reading fluency)</p> <p>“Off on a Trip”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 42 <p>“Block Party!”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 <p>“Buying as a Beaver”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 126 <p>“A Piece of Cheese”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 129/TE pp. 129–130 <p>“Start a Book Club”</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE/TE p. 218 <p>“Bears”</p> <ul style="list-style-type: none"> Unit 4, Lesson 21, SE p. 221/TE pp. 221–222 <p>Independent/Partner Work</p> <p>Build Fluency (reread decodable passages to a partner each day)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. 53 Unit 3, Lesson 12, TE p. 127 Unit 4, Lesson 21, TE p. 219 <p>Home-School Connection</p> <p>Build Fluency (read/reread decodable passages at home with families)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. 55 Unit 3, Lesson 12, TE p. 129 Unit 4, Lesson 21, TE p. 221 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Little Bug”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 4, pp. 15–16 <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 12, pp. 47–48 <p>“The Birds”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 21, pp. 83–84 <p><i>Partner Reading</i></p> <p>Partner Reading 2: “A Family Trip” (Consonant + le Syllables; l-Blends, r-Blends, s-Blends)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 69 <p>Partner Reading 6: “The Secrets of Seeds” (Open Syllables; Long e)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 77 <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p>	<p style="text-align: center;"><i>continued</i></p> <p>Partner Reading 11: “Skatepark Rules” (r-Controlled /är/; r-Controlled Vowel Syllables) • Fluency Booster Practice Book, p. 87</p> <p><i>Partner Instructional Resources</i> Teacher’s Guide to Fluency Practice Book What is Fluency? How Do We Teach Fluency? How Do We Assess Fluency?</p> <p>Teacher’s Guide to Partner Reading Texts Using the Partner Reading Texts and Reading Records</p> <p>Fluency Routines and Minilessons Fluency modeling activities and 30 minilessons to teach and reinforce fluency skills and techniques</p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i> Fluency Assessment Guidance • Formative Assessments</p> <p><i>Differentiation Supports</i> Teacher’s Guide to Fluency (Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy) • Additional Routines</p> <p>From Fluency to Comprehension Fluency Routines and Minilessons, Level B (repeated reading fluency routine and fluency minilesson for each of the Level B 30 lessons)</p> <p><i>Each Unit</i> Student and Family Resources Student Fluency Sentences</p>
<p>2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Read Connected Text (provide corrective feedback if children have difficulty with any word/ model how to sound it out/use context to confirm that the word is correct)</p> <p>“Off on a Trip” • Unit 1, Lesson 4, SE/TE p. 42</p> <p>“Block Party!” • Unit 1, Lesson 4, SE p. 45/TE pp. 45–46</p> <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p style="text-align: center;"><i>continued</i></p> <p>“Buying as a Beaver”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 126 <p>“A Piece of Cheese”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE p. 129/TE pp. 129-130 <p>“Start a Book Club”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 21, SE/TE p. 218 <p>“Bears”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 21, SE p. 221/TE pp. 221-222



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>2.L.1.B.a In written text: a. write legibly (print, cursive)</p>	<p>OTHER DIGITAL RESOURCES* <i>Differentiation Supports</i> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice Letter Formation Cards (cursive)</p>
<p>2.L.1.B.f In written text: f. spell words using irregular spelling patterns</p>	<p>STUDENT EDITION/TEACHER'S EDITION High-Frequency Words: Read-Spell-Write <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 50 Unit 3, Lesson 12, SE/TE p. 124 Unit 4, Lesson 21, SE/TE p. 216 OTHER DIGITAL RESOURCES* <i>Overview</i> Irregular High-Frequency Words <ul style="list-style-type: none"> High-Frequency Words </p>
<p>2.L.1.B.g In written text: g. spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Irregular Plurals (form the plural of most words by adding -s or -es to the end of the word) <ul style="list-style-type: none"> Unit 4, Lesson 22, SE/TE p. 232 </p>
<p>2.L.1.B.h In written text: h. use nouns that change their spelling in plural form</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Irregular Plurals <ul style="list-style-type: none"> Unit 4, Lesson 22, SE/TE p. 232 More Irregular Plurals <ul style="list-style-type: none"> Unit 5, Lesson 27, SE/TE p. 284 Sound-Spelling and Word Study/Morphology Word Study/Morphology: Irregular Plurals <ul style="list-style-type: none"> Unit 4, Lesson 22, TE p. 233 Word Study/Morphology: More Irregular Plurals <ul style="list-style-type: none"> Unit 5, Lesson 27, SE/TE p. 284 <p style="text-align: right;"><i>continued</i></p> </p>

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LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: right;"><i>continued</i></p> <p>2.L.1.B.h In written text: h. use nouns that change their spelling in plural form</p>	<p style="text-align: right;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Word Study Skills</p> <p style="text-align: right;"><i>Irregular Plurals</i></p> <p>LEVEL C “Race Day” “Daisy and the State Fair”</p> <p>OTHER DIGITAL RESOURCES* <i>Professional Development</i> Spelling Instructional Guide • Instructional Guides</p> <p><i>Assessment</i> Comprehensive Spelling Survey • Benchmark (PDF), Benchmark Assessments</p> <p>Cumulative Spelling Sentences • Formative, Formative Assessments</p>